

Outcomes/Description

As a General Education, FS, course, this class will improve your ability to:

a. develop clear and focused thesis statements that are appropriate for the time allocated, the audience, and the occasion

b. outline a speech with a clear thesis statement, main points, and sub-points;

c. identify demographic & situational factors that a speaker needs to know about an audience;

You will give multiple graded speeches (informative, persuasive & special occasion). These speeches will be timed & audience-centered. Additionally, you will make small, in-class, presentations for practice.

d. understand the role of evidence (facts, statistics, examples, testimony) in developing a logical argument;

e. understand the role of speaker credibility (ethos) and emotional/motivational appeals (pathos) in building support for a speaker's ideas;

You will be expected to conduct research for your speeches, and clearly incorporate this research into your speeches. Additionally, you will consider and discuss the evidence presented in speeches you'll watch on video. Also, you will be expected to establish who you are & why you are speaking as part of each speech introduction.

f. communicate in both verbal and nonverbal dimensions of delivery;

You will be evaluated on both verbal & nonverbal delivery in your speeches, and you will be provided with multiple in-class opportunities and activities (including games) to let you practice these skills.

g. recognize the similarities and differences between informative and persuasive speaking;

You will deliver informative, persuasive, and special occasion speeches, and will be expected to carefully construct purposes and arguments in manners appropriate for each genre and audience.

h. recognize the similarities and differences between written and oral communication;

You will learn about appropriate language style and rhetorical devices used in public speaking, and will be evaluated in your speeches for application of this style. In class activities (including games) will let you practice these skills.

i. recognize and practice ethical oral communication (emphasizing intellectual integrity of ideas, their accurate presentation, and proper citation).

Connected to the use of evidence in speeches, you will be expected to indicate within each speech where you got the information and/or ideas you are presenting. To emphasize the importance of this, plagiarism (or a failure to reveal your sources) will result in failure. To further demonstrate ethical speaking practices, you will be expected to choose your speech topic & purposes with the interests of your audience (not yourself) in mind.

j. use the library catalog

You will be expected to complete an annotated bibliography that includes at least 2 sources found through the Crumb Library.

*Additionally, this particular section has been structured to help prepare you for the kinds of communication you might experience in your professional field. Assignments have been specifically constructed for the CSI FIG, the Theatre FIG, and the Childhood Education major. Students outside of these groups will also be giving speeches appropriate to career tracts and civic responsibility.

Texts & Course Materials:

iSpeak 2011, published by McGraw-Hill

Syllabus

Assignment Packet

4x6 notecards (recommended, not required)

Grading: Your final course grade is determined out of 100 possible points:

Pop Quizzes:	20 points total
Annotated Bibliography:	5 points
Learning by Leading Mini Lesson:	5 points
Informative Speech:	20 points
Persuasive Speech:	20 points
Special Occasion Speech:	10 points
Final Exam:	20 points

Full assignment descriptions, instructions, explanations, and grading procedures are found in the accompanying "Assignments Packet."

Final Grades are broken down **in this class** as follows:

4.0 = 95-100 points	3.7 = 90-94 points
3.3 = 86-89 points	3.0 = 82-85 points
2.7 = 78-81 points	2.3 = 72-77 points
2.0 = 67-71 points	1.7 = 61-66 points
1.3 = 56-60 points	1.0 = 51-55 points
0.0 = 0-50 points	

Work that meets the minimum requirements of an assignment, is completed on time and displays average involvement with the course content is deserving of a 2.0. A 2.0 is a "satisfactory" grade that indicates the *minimum* has been achieved.

Higher grades are awarded to work that goes above and beyond the minimum standards to produce papers and presentations that reflect superior intellectual effort, excellence in critical analysis and overall creativity in the approach towards any given assignment. A 4.0 is attainable but will require much more than minimal effort.

 **IMPORTANT!** Often, students skip assignments or quizzes that are worth fewer points because they don't think doing so will have a big impact on their grade – and then they have an unpleasant surprise at the end of the semester. Please note that skipping on 5-point assignment will lower your final grade by one full level. Skipping one 2-point quiz could easily knock you down a grade level as well. Even if you do a great job on the speeches, not doing the other work could ensure you have to take the class again. And, if you're struggling with the speeches, the non-speaking assignments are the way to help you pass the class.

Challenging a Grade: If you identify an error in grading I am always willing to admit to a mistake and correct it. If you want me to *reconsider* a grade, follow these steps:

- Wait at least 24 hours before deciding to seek reconsideration, but no longer than one week.
- Write a 1-2 page explanation of why the grade should be reconsidered identifying what type of change you seek and providing a reasoned argument and evidence in support of that change. The burden of proof in any disagreement over evaluation of student performance rests with the student.
- Resubmit the original work (complete with grade & comments) along with the rationale.
- Allow two weeks for reconsideration. *Be aware that in reconsidering a grade, I may find that it earned a lower grade than it originally received.*
- Accept the final decision. *I will reconsider each assignment only once.*

Due Dates/Late Work: LATE ASSIGNMENTS ARE NOT ACCEPTED. *If you know in advance you will not be in class when an assignment is due, turn it in early.* All due dates are on the course calendar.

Extra Credit: Extra credit will not be available as an end-of-semester option to make-up-for or replace work that you did not do throughout the semester. There are some chances at bonus points built in to the course; remain attentive to course material and assignments to discover these opportunities.

Academic Integrity & Dishonesty: As stated in the Undergraduate Catalog, the following pledge is made on all academic work done by students at SUNY Potsdam. This pledge is regarded as an indication that you understand and have complied with the requirements and assignments as set forth by the course instructor and as stated in this Academic Honor Code.

"On my honor: I will not give nor receive any inappropriate assistance on any academic work in accordance with the SUNY Potsdam Academic Honor Code and the directions given to me by each course instructor"

To plagiarize is to pass off *ideas or words of someone else* as your own or to use created productions without crediting the source. Any time you incorporate the words and/or ideas of another person into your work, whether from a book, a film, T.V., the Internet, or any other source, without giving their creator the credit, you have plagiarized. It is literary and intellectual theft when you present work that someone else did as being new and original. This includes user-generated content on sites like Wikipedia.

I have a zero tolerance policy on plagiarism. In the event of plagiarism on an assignment in this course you will A.) Definitely fail the assignment. B.) Possibly fail the course.

Therefore, you will be responsible for authenticating any assignment submitted in this course. I recommend that you keep copies of all drafts of your work, make photocopies and/or careful notes of research materials, save drafts or versions of assignments under individual file names on computer disks, etc. (This is a good practice for any and all classes. Not only will it protect you should you ever be accused of academic dishonesty, but it also protects you in instances of computer malfunctions, stolen bags, spilled coffee, and bad filing systems.)

Other forms of dishonesty or cheating are also not tolerated and will result in a failure of the assignment and/or class. If you think you are engaging in questionable behavior, you probably are, so either don't do it or seek clarification.

Incompletes: Incompletes, or other arrangements for course completion, can be planned only in advance to the semester's end in extreme circumstances with documentation. To receive an incomplete, there must be a serious *emergency* so late in the semester that there isn't time to make up what you miss. Incompletes are not granted because you partied the first 12 weeks of the semester and realized during the last 3 weeks that doing so wasn't such a good idea.

Attendance: Attendance is expected. See the Assignment Packet for more information.

Etiquette: The success of this course is directly related to the sense of community that we develop in the classroom. Participation is essential to this process. I encourage you to share your views and listen to those of others. Debate and discussion are an important part of the learning process. While there will no doubt be disagreements, I expect the members of this community (including myself) to challenge ideas in a manner that reflects respect and recognition of opposing viewpoints without attacking individuals.

Technology/Electronic Devices: Technology is permissible, and even welcome, in the classroom given the following:

- Your usage is polite. You are taught from kindergarten on that it is not acceptable to carry on personal conversations with others or to pass notes to people during class time. The same is true for the electronic versions of these (i.e., taking/making cell calls and texting).
- Your usage does not interfere with your performance in class. Multitasking is a fact of modern life, but if you're not good at Facebooking and listening at the same time, don't do it.
- Your usage does not bother your neighbors. Gaming, video viewing, downloading porn, etcetera may not be a distraction to you but may be a distraction to the people sitting near you. Phones and pagers should always be set to silent and should only be answered outside of the classroom.
- You are willing to apply your technology use to course materials in productive ways. Technology can enhance your learning, so if asked to look something up on the Web during class, please do so. *A refusal to use technology in the classroom as part of the class can result in revocation of technology use privileges.*
- You do not secretly record any portion of a class without seeking permission from all involved parties.

Consider your technology use outside of class, too. If contacting me via email, be professional: use an appropriate and informative subject, address me politely, and use good Standard English.

 - --- --- --- --- --- --- --- --- --- --- --- --- --- --- ---

I, _____, have read the entire Syllabus AND the Assignment Packet for
[printed name]
COMM106 with Dr. Knopf, have understood it, and agree to observe it for the duration of my enrollment in the course.

If there was any part of the syllabus that I found troubling in any way, I have already spoken to Dr. Knopf about my concerns.

Signature

Date

COMM106 – Basic Principles of Speech – Fall 2011 Calendar: You are responsible for knowing and adhering to the due dates listed here. This calendar is the only “reminder” you will be given about work that is due.

Tuesday, August 30

In-class: discuss syllabus, assignments, and semester

Due (have ready) for class: NA

Thursday, September 1

This class will not meet today. Dr. K. is presenting research at the American Political Science Association conference in Seattle.

Make sure you read Chapters 1 & 2 of your textbook! They will help you get ready for the earliest of your speaking assignments (“Learning by Leading” mini-lesson, described in the Assignment Packet.

Tuesday, September 6

In-class: Discussion of communication anxiety and techniques for managing it.

Due (have ready) for class: Make sure you have carefully read through the Syllabus and the Assignment Packet. If you have any questions or concerns, discuss them NOW. Also, if you haven't done it yet – read chapters 1-2.

Thursday, September 8

In-class: Discussion of communication ethics; public speaking practice

Due (have ready) for class: Make sure you have carefully read through the Syllabus and the Assignment Packet. If you have any questions or concerns, discuss them NOW. Also, if you haven't done it yet – read chapters 1-2.

Tuesday, September 13

In-class: Delivery lesson & practice

Due (have ready) for class: read Chapter 7

- Red Balloons 1 mini-lesson on pages 160-165 (intro through “Impromptu Mode” sections)
- Red Balloons 2 mini-lesson on pages 166-175 (‘Using Voice’ thru ‘Improve elivery’ sections)

Thursday, September 15

In-class: Presentation aids lesson & activity

Due (have ready) for class: read Chapter 9

- Red Balloons 3 mini-lesson on pages 202-211 (intro thru ‘General Tips on Slide-Deck’ sections)
- Red Balloons 4 pages 212-217 (“Holistic Design Programs” through ‘Tips on Using’ sections)

Tuesday, September 20

In-class: Speech genres lesson #1 – Informative & Persuasive Speaking; view sample speeches

Due (have ready) for class: read Chapter 10 & Chapter 11

- ★ Orange Stars 1 mini-lesson on pages 224-231 (intro thru ‘Help the Audience Apply’ sections)
- ★ Orange Stars 2 mini-lesson on pages 232-239 (“Principles of Learning” through ‘Ethics’ sections)
- ★ Orange Stars 3 mini-lesson on pages 248-256 (intro thru ‘Choosing Patterns’ sections)
- ★ Orange Stars 4 mini-lesson on pages 256-263 (“Persuasive Strategies” through ‘Ethics’ sections)

Thursday, September 22

In-class: Speech genres lesson #2 – Special Occasion Speaking & crafting your speech purpose

Due (have ready) for class: read Chapter 12 & chapter 3

- ♣ Green Clovers 1 mini-lesson on pages 272-275 (intro thru “Presentations to Introduce” sections)
- ♣ Green Clovers 2 mini-lesson on pages 276-280 (‘To Nominate’ thru ‘How to Prepare’ sections)
- ♣ Green Clovers 3 mini-lesson on pages 50-57 (intro thru “Appropriate for the Occasion” sections)
- ♣ Green Clovers 4 mini-lesson on pages 57-63 (“Purposes” thru ‘From Topic Selection’ sections)

Tuesday, September 27

In-class: Audience analysis lesson & activity

Due (have ready) for class: read Chapter 4

☾ Blue Moons 1 mini-lesson on pages 70-79 (introduction through "Physical Characteristics" section)

☾ Blue Moons 2 mini-lesson on pages 79-84 ('Methods' through "Importance" sections)

🔴 Red Balloons 5 mini-lesson on pages 84-91 ('Uniqueness' through 'Next Steps' sections)

Thursday, September 29

In-class: Audience analysis continued; view portion of *The Persuaders*

Due (have ready) for class: nothing 😊

Tuesday, October 4

In-class: Audience analysis preparation for informative and persuasive speeches; view sample speeches

Due (have ready) for class: Read the Informative Speech details and the Persuasive Speech details in the Assignment Packet. Select which option you want to do.

Thursday, October 6

In-class: Conducting & using research lesson; discuss Annotated Bibliography assignment

Due (have ready) for class: read Chapter 5

☾ Blue Moons 3 mini-lesson on pages 98-106 (introduction through "The Internet" sections)

☾ Blue Moons 4 mini-lesson on pages 106-112 ('Other Resources' through 'Citing' sections)

Ω Purple Horseshoes 1 mini-lesson on pages 113-120 ('Identifying' through 'Ethical Use' sections)

Tuesday, October 11

Fall Recess - No class

Thursday, October 13

In-class: Organization lesson (& game?); starting & ending speeches lesson

Due (have ready) for class: read Chapter 6

Annotated Bibliography on potential career; see Assignment Packet for details

Ω Purple Horseshoes 2 mini-lesson on pages 128-144 (intro through 'Problem-Solution' sections)

★ Orange Stars 5 mini-lesson on pages 144-154 ('Monroe's' through 'Tips for Concluding' sections)

Tuesday, October 18

In-class: Language use lesson & game or activity; possible viewing of *Everybody Loves Raymond* to prepare for Special Occasion Speech

Due (have ready) for class: read Chapter 8

Ω Purple Horseshoes 3 mini-lesson on pages 182-188 (intro through 'Comparison' sections)

Ω Purple Horseshoes 4 mini-lesson on pages 188-195 ('Literal & Figurative' through 'Tips' sections)

Thursday, October 20

In-class: Special Occasion Speech

Due (have ready) for class: Red Balloons 1-5, Orange Stars 1-5, & Green Clovers 1-3 will present Special Occasion Speeches today

Tuesday, October 25

In-class: Special Occasion Speech

Due (have ready) for class: Green Clovers 4-5, Blue Moons 1-5, & Purple Horseshoes 1-5 will present Special Occasion Speeches today

Thursday, October 27

In-class: Go over Special Occasion Speech grades & discuss ways to improve for the Informative Speech

Due (have ready) for class: nothing ☺

Tuesday, November 1

In-class: Informative Speech

Due (have ready) for class: Purple Horseshoes 1-5 & Blue Moons 1 will present today

Thursday, November 3

In-class: Informative Speech

Due (have ready) for class: Green Clovers 1-5 & Blue Moons 2-3 will present today

Tuesday, November 8

In-class: Informative Speech

Due (have ready) for class: Orange Stars 1-5 & Blue Moons 4 will present today

Thursday, November 10

In-class: Informative Speech

Due (have ready) for class: Red Balloons 1-5 & Blue Moons 5 will present today

Tuesday, November 15

In-class: Go over Informative Speech grades & discuss ways to improve for the Persuasive Speech

Due (have ready) for class: nothing ☺

Thursday, November 17

This class will not meet today. Dr. K. is presenting research at the National Communication Association conference in New Orleans.

Tuesday, November 22

In-class: Discussion of Group Presentations – a common occurrence in school and work

Due (have ready) for class: read Appendix A

Ω Purple Horseshoes 5 mini-lesson on pages 288-292 (introduction through 'Agreeing' sections)

€ Blue Moons 5 mini-lesson on pages 293-297 ("Division of Labor" through 'Multimedia' sections)

♣ Green Clovers 5 mini-lesson on pages 297-301 ('Cultural' through 'Evaluating' sections)

Thursday, November 24

It's Thanksgiving in the U.S. Instead of class, fill up on mashed potatoes and watch American football.

Tuesday, November 29

In-class: Persuasive Speech

Due (have ready) for class: Blue Moons 2-5, & Orange Stars 1-3 will present their Persuasive Speech today

Thursday, December 1

In-class: Persuasive Speech

Due (have ready) for class: Red Balloons 1-5, & Orange Stars 4 will present their Persuasive Speech today

Tuesday, December 6

In-class: Persuasive Speech

Due (have ready) for class: Purple Horseshoes 1-5, & Blue Moons 1 will present their Persuasive Speech today

Thursday, December 8

In-class: Persuasive Speech

Due (have ready) for class: Green Clovers 1-5, & Orange Stars 5 will present their Persuasive Speech today

Monday, December 12, 10:15-12:15

Final Exam for Tu/Th 11:00-12:15 sections

Thursday, December 15, 12:30-2:30

Final Exam for Tu/Th 2:00-3:15 sections

(Please note: Final exam times are set by the college based on the course schedule template.)

COMM 106: Basic Principles of Speech – Assignment Packet Fall 2011

According to the National Association of Colleges and Employers *Job Outlook Survey*, employers rank communication skills above all other qualities they seek in job applicants. 87% of adult employees rate communication skills as very important to their jobs. No matter which career path you choose, you'll likely need public speaking skills. Consider:

- An accountant has the opportunity to explain recent changes in tax law to a group of investors. Impressed by the speech's clarity and the accountant's expertise, several audience members decide to become clients.
- A nurse wants to explain to her hospital's management team why high patient loads and long work hours justify the nurse's union strike threat. By making her case persuasively, she builds support for the union's position, and the two parties forge a contract agreement without a strike.
- A computer programmer has just finished coding an awesome new game, but needs to explain to potential investors what the commands are for playing it and why the game is likely to sell. By being able to competently demonstrate to a non-techie audience the ease of use and marketability the programmer gets the needed backing to sell the game internationally.

The speech assignments in this course are designed to be at representative of the kinds of speaking you would do outside the classroom (presentations about how beer is made, how to make an origami swan, or why drug use should be legal can be fun but are not quite the kinds of topics most people find themselves presenting at work or in their communities. As such, the speeches will help you improve clarity (organization & language use), authority (credibility), argumentation (research & reasoning), sensitivity (audience analysis & adaptation), and confidence (delivery).

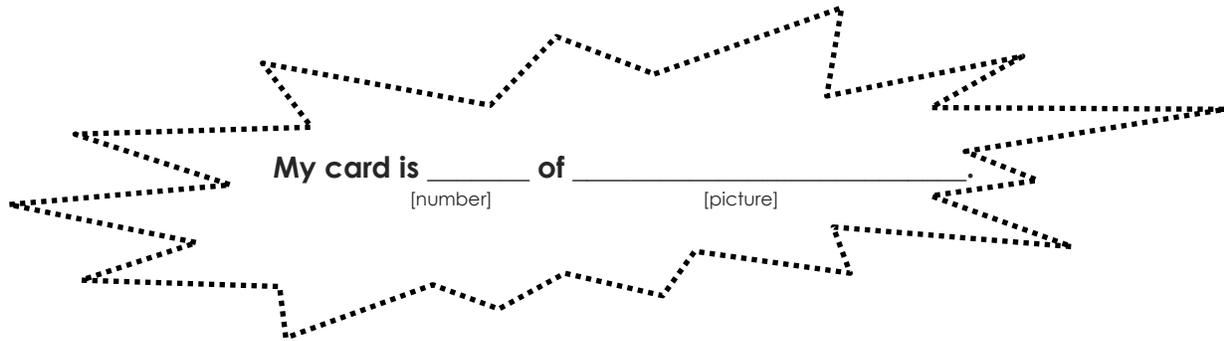
You are expected to approach each assignment not simply as a class requirement but as a true life task as an employee and/or community member. You will gather, organize, and present information and arguments as if you were on the job and actually speaking to audiences of colleagues, superiors, subordinates, friends, community members, and/or governmental representatives. You will, therefore, treat each assignment seriously and conduct yourself professionally. Lapses in ethics – such as lack of preparation, plagiarism, or other forms of cheating – will be reviewed and reprimanded in this class just as they are by lawyers and legal agencies in the “real world.”

This class serves multiple special interests. Some of you are here as part of the Childhood Education Major. Some of you are here for the Criminal Justice FIG, some for the Theater FIG, and some just because you need your Freshman Speech credit. To make the most of each of your experiences, major speaking assignments have been tailored to particular disciplines where necessary and made more general/civic when not possible. You will all give four speeches this semester. Each of you will be responsible for teaching a portion of a class. Each of you will give an informative speech, a persuasive speech, and a special occasion speech – but the options available to you for those speeches are crafted specifically for *your* needs. Our class discussions might not always be as specific to your individual interests as you'd prefer, so I encourage you to get involved in class and to ask as many questions as possible that will help you to link these communication skills to your interests and goals.

A Word about Due Dates & Attendance

Speech presentation days are all pre-assigned. When you look at the class calendar, you will see the speech days are divided according to a character and/or number designation.

On the first day of class, you received a card assigning you as a number 1-5 and as a Lucky Charms™ icon – red balloon, orange star, green clover, blue moon, or purple horseshoe. The professor kept a record of your designation. You should keep one as well. Use the space below.



This card not only tells you on which days you will be giving your speeches, but also which chapter section you are in charge of teaching (see the “Learning by Leading” assignment described in this packet).

The card may also be used to make group assignments and for random participant selection in class.

Please treat assigned presentation days the way you would a major exam. If you don't show up, you likely forfeit your opportunity to speak and will get a zero for the assignment. Not being prepared wastes your classmates' time, too. I know that we all get sick once in a while, but consider this: If you're in college to learn *job skills*, responsibility is one of them. Frequently in our careers, there is no way to reschedule a major presentation. Bosses expect, and need, reports at certain times. Not meeting those obligations will ruin chances for promotions and raises, possibly result in job loss, and could even severely damage the company or organization.

Attendance: This is a live, non-virtual, non-mediated, speech communication course. Being present is necessary to communicate. Regular, timely, attendance is expected.

Attendance is a job skill: failure to report to work on time can result in lost income, inability to be promoted, or termination. If you cannot consistently be present, on time, for class, you should consider withdrawing.

If you miss an assignment or a quiz when absent or late, it cannot be made up – unless the absence was caused by acute illness that mandated bed rest and/or quarantine or by an event like death in the immediate family.

- Absences for religious observances can, and will, be accommodated *with advance notice*.
- Repeated absences due to chronic illness can be accommodated through special arrangements, provided they are made early enough in the semester.
- If you have family or health concerns that could interfere with your success in this course, you should make arrangements with the professor and/or Accommodative Services (in the Student Success Center) as soon as possible.

Regular attendance is to your advantage. Not only do studies show that students who attend class earn better grades but your attentive presence will improve the chances that you get all needed information and assistance on assignments, reduce the number of quizzes or in-class grades that you miss, and increase the number of in-class extra credit opportunities in which you may be able to participate.

Readings, Quizzes (20 pts, 20% of final grade) & Final Exam (20 pts, 20% of final grade)

This class is structured so that you learn/review *all* the basics, building blocks, and tips for a perfectly executed speech *before* you have to give a major presentation yourself. You might wonder why, thinking it would be better to start speaking right away and to get it over with sooner. Well, the reason is that, as a longtime musician, I don't believe that "practice makes perfect." I believe that "perfect practice makes perfect." If you start giving speeches without knowing all the Dos and Don'ts, then you might be practicing, and reinforcing bad habits.

This course structure means that there is a lot of reading covered early in the semester. Our class time together during these early weeks will be the most productive and the most interesting if you do the assigned readings on time. (Due dates for each chapter are marked on the calendar.) This way, discussions and activities will be more robust and meaningful.

Now, I know textbooks aren't exactly "fun" to read. And, as a world-class procrastinator myself, I know how easy it is to put things off... and off... and off... So, to help motivate you to keep up on the readings, the following policies are in place:

● **There will be 12 pop quizzes, short-answer format, throughout the semester, based on the readings due. These quizzes will be worth 20% of your total course grade. (Your lowest two quiz grades will be dropped, making each quiz weighted at 2 points.)**

● To prepare for these quizzes (and the cumulative final exam) you may choose to bring, and turn-in, one 4x6 index card with handwritten notes (front & back) from the chapter. (One card per chapter.) You would get to use the "cheat sheet" on the pop quiz and would get it back to use again on the final. [Submitting cards for all assigned reading will result in extra credit!]

This is a 4x6 card.

If you do not have index cards available, you may cut paper to this size to use. It may not be any larger than this outline.

If you do not have a ruler, trace this box.

- You may have only 1 card per chapter.
- Cards may not be any larger than 4x6. (See below.)
- Notes must be handwritten, not typed.
- Your name must be on the card, or it will be thrown away.
- Cards will be accepted *only on the day the chapter is due*, no exceptions.

To help reinforce all the components of a well-constructed and well-delivered speech, two major exams will be used to encourage you to maintain good study and work habits throughout the semester. In this way, I hope to help you retain the important information you are learning from one week to another. The final exam will be a cumulative multiple choice test, consisting of questions pulled from the pop quizzes for all chapters. The final will be 15-20 questions. In addition, there will be a number of short answer questions for the opportunity to earn bonus points.

Learning by Leading – Mini Lessons (5 pts, 5% of final grade)

Each person in this class is going to be in charge of teaching one portion of each lesson. Not only is this a chance to practice good public speaking skills but it will also help you to get more out of the class.

Research indicates that we learn things faster and with deeper understanding when we learn from examples and from action. The more deeply invested we are, personally, in the learning process and the more active we are in it, the better we are at mastering material.

By being responsible for a “mini lesson” it gives you an active role in class and with the class material. Ideally, this means that not only will you pay a little extra attention to the material that you have to teach, but it will also encourage you to engage more deeply with the other material as well as you look for the connections between your lesson and the larger class.

This assignment also gives everyone in the class a chance to learn from a variety of speakers and activities, instead of listening to just the professor drone each day.

Teaching a mini lesson is also a chance at a public speaking “warm-up” – it’s a slightly more low-key speech activity and it’s not worth as large a portion of your total grade as the more formal speeches.

Each chapter in the textbook (after the introductory ones) has been divided into 2-3 sections, and each section is assigned to a particular student [see the list below]. On the day the chapter is due, you will lead the class through the material in your particular section.

Your lesson will be 10-15 minutes long. It must be clearly organized and include the following elements:

- An explanation of the key concept(s).
- Example(s) of the concept(s).
- Questions to check for comprehension and/or to start a discussion with the class.
- An activity – individual, group, or class – that helps to reinforce the lesson through some kind of application. (If you think you’ll need additional time for the activity, discuss it with the professor in advance.)

Use the supplemental chapter entitled “Developing Your First Speech” provided to you separately and chapter 2 of your textbook as aids in helping you prepare your lesson-presentation. They provide cohesive overviews of all aspects of speech making and can be a help to you on this assignment and throughout the entire semester.*

I encourage you to work with me. I have a number of texts available that you can skim through to look for questions, activities, and definitions that are not in your book – which might help you to get ideas.

You might be nervous about this assignment. That’s okay. Learning actually requires us to step outside our comfort zones. Plus, you won’t be doing this alone; one or two fellow students will also be covering part of the chapter, and the professor will be teaching, too.

Annotated Bibliography (5 pts, 5% of final grade)

Information Literacy is part of all FS (freshman speaking) courses. The General Education program requires that you complete an Annotated Bibliography in conjunction with your FS course work to help improve your research and organization skills, particularly in relation to library usage, for the duration of your college experience. Additionally, this assignment will hopefully provide you with useful background information about your field that can help you as you construct your speeches for this class later in the semester.

All major speaking assignments in this course are connected, as much as possible, to your major and/or your career goals. With this in mind, the Annotated Bibliography will be focused on your chosen, or on a potential, career. Identify what you might “want to be when you grow up” and follow the instructions below for writing an annotated bibliography on that topic.

An annotated bibliography is a list of accurate citations for a number of sources on a certain topic, and each citation is accompanied by a short description/evaluation of a source that helps someone to decide whether or not the source may be useful for their research needs. (See example below.)

Your bibliography for this assignment must:

- First state the topic, which is your chosen/potential career
- Include at least 5 sources
 - Two sources must be found through the SUNY Potsdam Libraries. (Mark these with an asterisk * or star ★.)
 - Not include any encyclopedias, including Wikipedia.
- Be cited in MLA or APA format (handout provided in class)
- Have 1-2 paragraph annotations for each source that BOTH describes and critiques the source:
 1. what it is (book, website, etc.), who created & what it contains, AND
 2. explains why the source is valuable in relation to the topic - indicating the type(s) of evidence the source can provide for your speech **using the actual terms for supporting materials found in your textbook, chapter 5** (such as statistics, testimony, examples, etc.)
- Be typed, double-spaced, using 10-12-pt. font.
- Use correct spelling and grammar.
- Organize your sources alphabetically by last name. Organize your bibliography as Source-Annotation, Source-Annotation.

Cornell University has an excellent resource to help you with this assignment, at

<http://olinuris.library.cornell.edu/ref/research/skill28.htm>.

Here's an example of one source and annotation. Each correct/complete source-annotation combination will earn 1 point.

Topic: Archeologist

★Maier, Thomas. (1995, March 5). Archeology goes high tech; Forget archeological digs; today's techniques leave every stone unturned. *The Montreal Gazette*. Retrieved from www.lexisnexis.com.

This is a news article written for a Canadian newspaper in 1995. It discusses how changes in archaeological techniques and technology are revolutionizing the way archeologists investigate sites and artifacts. It specifically mentions ground penetrating radar, DNA, and images by space shuttles as means for archeological research that create minimal disturbance to a site. The author also cites high profile **examples** in which these technological advances have been applied, such as the discovery of the lost city of Ubar (discovered through radar imaging by a NASA space shuttle). The article relies on multiple **testimonies** by anthropologists, archeologists and historians. As a news article, it appears to be a credible and objective source; the research done by the author is well referenced and of good quality, though for research about technology it might be a little outdated at 16 years old.

Special Occasion Speech Options (10 pts, 10% of final grade):

No matter what we study in college or what job we hold after college, one kind of speech that nearly everyone will have at least the chance to give during the course of their lives is a eulogy. For that reason, everyone in class will be giving a commemorative speech – either in the form of a eulogy or an awards-style presentation. To keep things from getting too maudlin or emotional in the classroom, however, everyone will be giving these speeches on behalf of fictional characters. As with the other major speeches, though, the special occasion speech has been tailored slightly to the particular interest areas of each discipline-specific group registered for this course.

As part of a national day of remembrance, you have been asked to give the eulogy for, or to present a Lifetime Achievement Award to, a legendary cultural icon at a local memorial/celebration for the person. Select one of the characters listed below and using character bios on network websites, Wikipedia entries, fan pages, imdb.com, YouTube, Hulu, etcetera, construct a eulogy that both commemorates the life of the person and comforts his/her survivors. For this speech, you will assume that the person really existed and that the audience of mourners/well-wishers are his/her family, friends, and coworkers within the television show, movie, or literature.

1. Beavis & Butthead
2. Bart Simpson
3. Scooby-Doo
4. Alvin (of the Chipmunks)
5. Papa Smurf
6. Spider Man
7. Fred Flintstone
8. Borat
9. Sherlock Holmes
10. The Fonz
11. Marcia Brady
12. Jack Bauer
13. Batman
14. Superman
15. President J. Bartlett

Your speech must be 4-6 minutes in length.

You have the option on this speech of delivering it extemporaneously or from a manuscript.

Informative Speech Options (20 pts, 20% of final grade):

Basic computer skills are not only necessary to many jobs now, but also for socializing, shopping, travelling, and more. As a result, most people will find themselves at some point either having to learn a new technology or related skill or having to teach it to someone else. With this in mind, you will give an informative speech about some kind of information or entertainment technology. This can be something related to your hobbies (like gaming) or to your professional goals or to your major (ex: one student gave a speech about how computer & digital technology has changed the field of archeological research).

A number of topics and approaches have been pre-approved by the professor and are listed on the chart below. If you want to give a speech not listed there, it must be cleared with the professor in advance.

TECHNOLOGY	HOW TO	DEFINING	ABOUT
Wikis	- How to create or use a Wiki	- What Wikis are	- Benefits & problems of Wikis - Development of - Different types
Web 2.0	- How to use	- What it is	- Impact on society - Impact on business - Impact on government - Development of
Internet Literacy	- How to improve	- What it is	- Internet literacy programs
Second Life	- How to use it	- What it is	- Educational uses - Governmental uses - Psychological or social effects
MMORPG, First-Person Shooter, or other game types	- How to get involved/play	- What they are	- Different games - Particular strategies or skills - Social aspects - Development of
Social Gaming	- How to play particular game(s) – like Farmville, Mafia Wars, etc.	- What it's all about	- Strategies of social games - Development/history of - Why people get addicted
Library/reference databases	- How to use them	- What they are	- How they differ from the Web - Benefits to research
Intellectual property on the Web	- How to avoid plagiarism or felonies - How to protect own work	- What people need to know	- Penalties for violations - History of problems
Web censorship		- What it is	- History of - Actions for and against - Problems with - Concerns about
Presentation software (ex PowerPoint)	- How to use well	- What options are available	- Problems associated with - Benefits of
Blogging	- How to blog	- What is a blog	- Benefits or problems of blogs - Well known blogs
Career/discipline software/tech (ex digital design programs, word processors, stat analysis, GPS...)	- How to use particular technology in your field	- What the tech does	- How it developed - When/where it's used

No matter which option you select, your speech needs to be 8-12 minutes in length, delivered extemporaneously.

Persuasive Speech Options (20 pts, 20% of final grade):

Many people are dissatisfied with social and political life. They are discouraged and frustrated that more isn't being done for the issues and groups about which they care. As the saying goes, "The world is run by those who show up." Part of being a community member –whether your community is your college, your workplace, your neighborhood, your town, or even the world- is getting involved. There are always lots of opportunities in our social and civic lives to get involved and to make positive changes in our lives and the lives of others – and not just by voting. Your task for this assignment is to present an actuate speech directed to your fellow classmates asking them to somehow take part in or support a cause or organization that you care about, belong to, or are interested in.

An actuate speech is a particular type of persuasive speech that asks an audience not just to think or feel a certain way, but to do something – to *act*. Depending on your speech topic, your preferences, and what you learn through audience analysis, the action you can ask for could be things like: sign a petition, donate money or time, volunteer, join an organization, or other as appropriate. ***You must be specific.***

No matter which option you select, your speech needs to be 8-12 minutes in length, delivered extemporaneously.

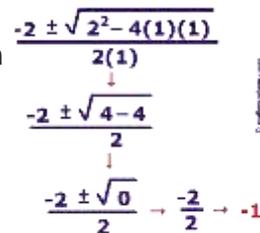
A Word about Speech Grades

The grading rubrics for each speech assignment are provided on the following pages for your use in planning and preparing your speeches. You should use them as self-checklists. (For example, "Did I remember to explain what my interest and/or knowledge of the topic is in the introduction to my speech? If not, I'd better fix that...")

You might listen to a professor or a politician or some other speaker – one that you think is really quite good – and find that s/he does not do everything in the speech/presentation that you are expected to do on these assignments. You might wonder, then, why you have to do all these things in order to earn a good grade. Here's why:

This course is, as the title says, about the "basic principles" of public speaking. It's about the rules, the foundations. The philosophy behind this class is to make sure you know and can execute the basics. Outside of this class, you are then equipped, and welcome, to play around with that structure as much you like.

It's kind of like having to learn $2+2=4$ before you learn

$$\begin{array}{l} \frac{-2 \pm \sqrt{2^2 - 4(1)(1)}}{2(1)} \\ \downarrow \\ \frac{-2 \pm \sqrt{4-4}}{2} \\ \downarrow \\ \frac{-2 \pm \sqrt{0}}{2} \rightarrow \frac{-2}{2} \rightarrow -1 \end{array}$$


"Free verse" poems were created as a counter to formal metered patterns. Postmodernist philosophy grew out of a rejection of objectivity. Musical improvisation is only possible from an understanding of chords, harmony and dissonance.

In other words, you are expected to demonstrate knowledge and application of public speaking fundamentals before you start breaking the rules.

Speech Rubrics – for reference in preparing speeches

INFORMATIVE & PERSUASIVE SPEECH RUBRIC: 20 POINTS TOTAL, WITH POSSIBLE 21

NAME _____	NO = 0	'SORTA' = ½	YES = 1
Did I tell the audience the specific purpose of the speech?	NO	'SORTA'	YES
Did I connect to the audience or raise interest ?	NO	'SORTA'	YES
Did I preview the main points of the speech?	NO	'SORTA'	YES
Did I introduce myself & reveal credibility for the speech?	NO	'SORTA'	YES
Did I use a particular and appropriate organizational pattern with connectives ?	NO	'SORTA'	YES
Did I use oral style with sensory language &/or rhetorical devices ?	NO	'SORTA'	YES
Did I use 2-4 quality sources of supporting material ?	NO	'SORTA'	YES
Did I use oral footnotes , & give names/authors of sources in the speech?	NO	'SORTA'	YES
Did I use info/arguments that were relevant & appropriate to my audience ?	NO	'SORTA'	YES
Did I deliver the speech extemporaneously ?	NO	'SORTA'	YES
Did I speak loudly enough to be easily heard by everyone?	NO	'SORTA'	YES
Did I speak slowly & clearly enough for everyone to easily follow along?	NO	'SORTA'	YES
Did I demonstrate vocal variety & a conversational quality to my voice?	NO	'SORTA'	YES
Did I use gestures while speaking?	NO	'SORTA'	YES
Did I make sustained eye contact while speaking?	NO	'SORTA'	YES
Did I avoid using too many distracting habits ?	NO	'SORTA'	YES
Did I give the audience a cue that the speech was coming to an end?	NO	'SORTA'	YES
Did I restate what the specific purpose of the speech was?	NO	'SORTA'	YES
Did I recap the main points of the speech & avoid introducing new ones?	NO	'SORTA'	YES
Did I end the speech with an appropriate statement/sentiment ?	NO	'SORTA'	YES
Did my speech meet the time requirements of the assignment?	NO	'SORTA'	YES
BONUS			
If I used a presentation aid , was it useful & handled well?	NO	'SORTA'	YES/NA

SPECIAL OCCASION SPEECH: 10 POINTS TOTAL, WITH POSSIBLE 13

NAME _____	NO = 0	'SORTA' = ½	YES = 1
Did I introduce myself, relate to the audience, & indicate the speech purpose ?	NO	'SORTA'	YES
Did I use a particular and appropriate organizational pattern with connectives ?	NO	'SORTA'	YES
Did I use oral style with sensory language &/or rhetorical devices ?	NO	'SORTA'	YES
Did I use enough information that was appropriate to the audience & setting?	NO	'SORTA'	YES
Did I speak loudly & slowly enough to be easily understood?	NO	'SORTA'	YES
Did I demonstrate vocal variety & a conversational quality to my voice?	NO	'SORTA'	YES
Did I use gestures while speaking?	NO	'SORTA'	YES
Did I make sustained eye contact while speaking?	NO	'SORTA'	YES
Did I give the audience a cue that the speech was coming to an end?	NO	'SORTA'	YES
Did I end the speech with an appropriate statement/sentiment ?	NO	'SORTA'	YES
BONUS			
Did I deliver the speech extemporaneously?	NO	'SORTA'	YES
Did I avoid using too many distracting habits?	NO	'SORTA'	YES
Did my speech meet the time requirements of the assignment?	NO	'SORTA'	YES

COMM 106: Basic Principles of Speech
for the
Childhood Education Program
F 11 Assignment Packet

When effective communication is missing, Teachers can misunderstand or be ignorant of students needs and expectations; furthermore students may not feel listened to or feel they are understood, and then they start acting out in other ways to get their needs met. Communication skills assist teachers in the following ways:

- teachers *and* their students feel more understood.
- aids mutual respect in the classroom.
- reduces conflicts (including between teacher and students
- clarifies teacher expectations and explains how students can meet them
- builds students' self-confidence and self-esteem, and yours too.
- ensures that you feel your students listen to you, and you to them
- allows everyone to feel safe to be themselves.
- makes the classroom experience more fun for everyone.

The public speaking assignments for the Childhood Education program are designed to help you improve your communication skills in regards to clarity (organization & language use), authority (credibility), argumentation (research & reasoning), sensitivity (audience analysis & adaptation), and confidence (delivery). The particular speeches you will give are based on real world examples of teaching responsibilities and duties that extend outside the classroom.

You are expected to approach each assignment not simply as a class requirement but as a true life task given to you by a superior in your profession. You will gather, organize, and present information and arguments as if you were on the job and actually speaking to audiences of parents, administrators, colleagues, and/or governmental officials.

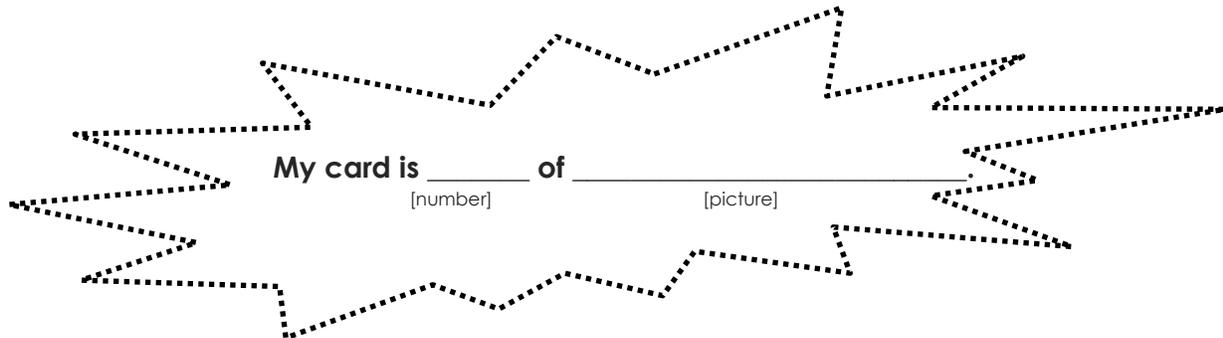
You will, therefore, treat each assignment seriously and conduct yourself professionally. Lapses in ethics – such as lack of preparation, plagiarism, or other forms of cheating – will be reviewed and reprimanded in this class just as they are by school administrations and citizenry in the professional world.

This class serves multiple special interests. Some of you are here as part of the Childhood Education Major. Some of you are here for the Criminal Justice FIG, some for the Theater FIG, and some just because you need your Freshman Speech credit. To make the most of each of your experiences, major speaking assignments have been tailored to your particular discipline. You will all give four speeches this semester. Each of you will be responsible for teaching a portion of a class. Each of you will give an informative speech, a persuasive speech, and a special occasion speech – but the options available to you for those speeches are crafted specifically for *your* discipline, even though our class discussions might not always be as specific to education issues as you would like. I encourage you to get involved in class and to ask as many questions as possible that will help you to link these communication skills to your interests and goals.

A Word about Due Dates & Attendance

Speech presentation days are all pre-assigned. When you look at the class calendar, you will see the speech days are divided according to a character and/or number designation.

On the first day of class, you received a card assigning you as a number 1-5 and as a Lucky Charms™ icon – red balloon, orange star, green clover, blue moon, or purple horseshoe. The professor kept a record of your designation. You should keep one as well. Use the space below.



This card not only tells you on which days you will be giving your speeches, but also which chapter section you are in charge of teaching (see the "Learning by Leading" assignment described in this packet).

The card may also be used to make group assignments and for random participant selection in class.

Please treat assigned presentation days the way you would a major exam. If you don't show up, you likely forfeit your opportunity to speak and will get a zero for the assignment. Not being prepared wastes your classmates' time, too. I know that we all get sick once in a while, but consider this: If you're in college to learn *job skills*, responsibility is one of them. Frequently in our careers, there is no way to reschedule a major presentation. Bosses expect, and need, reports at certain times. Not meeting those obligations will ruin chances for promotions and raises, possibly result in job loss, and could even severely damage the company or organization.

Attendance: This is a live, non-virtual, non-mediated, speech communication course. Being present is necessary to communicate. Regular, timely, attendance is expected.

Attendance is a job skill: failure to report to work on time can result in lost income, inability to be promoted, or termination. If you cannot consistently be present, on time, for class, you should consider withdrawing.

If you miss an assignment or a quiz when absent or late, it cannot be made up – unless the absence was caused by acute illness that mandated bed rest and/or quarantine or by an event like death in the immediate family.

- Absences for religious observances can, and will, be accommodated *with advance notice*.
- Repeated absences due to chronic illness can be accommodated through special arrangements, provided they are made early enough in the semester.
- If you have family or health concerns that could interfere with your success in this course, you should make arrangements with the professor and/or Accommodative Services (in the Student Success Center) as soon as possible.

Regular attendance is to your advantage. Not only do studies show that students who attend class earn better grades but your attentive presence will improve the chances that you get all needed information and assistance on assignments, reduce the number of quizzes or in-class grades that you miss, and increase the number of in-class extra credit opportunities in which you may be able to participate.

Readings, Quizzes (20 pts, 20% of final grade) & Final Exam

This class is structured so that you learn/review *all* the basics, building blocks, and tips for a perfectly executed speech *before* you have to give a major presentation yourself. You might wonder why, thinking it would be better to start speaking right away and to get it over with sooner. Well, the reason is that, as a longtime musician, I don't believe that "practice makes perfect." I believe that "perfect practice makes perfect." If you start giving speeches without knowing all the Dos and Don'ts, then you might be practicing, and reinforcing bad habits.

This course structure means that there is a lot of reading covered early in the semester. Our class time together during these early weeks will be the most productive and the most interesting if you do the assigned readings on time. (Due dates for each chapter are marked on the calendar.) This way, discussions and activities will be more robust and meaningful.

Now, I know textbooks aren't exactly "fun" to read. And, as a world-class procrastinator myself, I know how easy it is to put things off... and off... and off... So, to help motivate you to keep up on the readings, the following policies are in place:

● **There will be 12 pop quizzes, short-answer format, throughout the semester, based on the readings due. These quizzes will be worth 20% of your total course grade. (Your lowest two quiz grades will be dropped, making each quiz weighted at 2 points.)**

● To prepare for these quizzes (and the cumulative final exam) you may choose to bring, and turn-in, one 4x6 index card with handwritten notes (front & back) from the chapter. (One card per chapter.) You would get to use the "cheat sheet" on the pop quiz and would get it back to use again on the final. [Submitting cards for all assigned reading will result in extra credit!]

This is a 4x6 card.

If you do not have index cards available, you may cut paper to this size to use. It may not be any larger than this outline.

If you do not have a ruler, trace this box.

- You may have only 1 card per chapter.
- Cards may not be any larger than 4x6. (See below.)
- Notes must be handwritten, not typed.
- Your name must be on the card, or it will be thrown away.
- Cards will be accepted *only on the day the chapter is due*, no exceptions.

To help reinforce all the components of a well-constructed and well-delivered speech, two major exams will be used to encourage you to maintain good study and work habits throughout the semester. In this way, I hope to help you retain the important information you are learning from one week to another. The final exam will be a cumulative multiple choice test, consisting of questions pulled from the pop quizzes for all chapters. The final will be 15-20 questions. In addition, there will be a number of short answer questions for the opportunity to earn bonus points.

Learning by Leading – Mini Lessons (5 pts, 5% of final grade)

Each person in this class is going to be in charge of teaching one portion of each lesson. Not only is this a chance to practice good public speaking skills but it will also help you to get more out of the class.

Research indicates that we learn things faster and with deeper understanding when we learn from examples and from action. The more deeply invested we are, personally, in the learning process and the more active we are in it, the better we are at mastering material.

By being responsible for a “mini lesson” it gives you an active role in class and with the class material. Ideally, this means that not only will you pay a little extra attention to the material that you have to teach, but it will also encourage you to engage more deeply with the other material as well as you look for the connections between your lesson and the larger class.

This assignment also gives everyone in the class a chance to learn from a variety of speakers and activities, instead of listening to just the professor drone each day.

Teaching a mini lesson is also a chance at a public speaking “warm-up” – it’s a slightly more low-key speech activity and it’s not worth as large a portion of your total grade as the more formal speeches.

Each chapter in the textbook (after the introductory ones) has been divided into 2-3 sections, and each section is assigned to a particular student [see the list below]. On the day the chapter is due, you will lead the class through the material in your particular section.

Your lesson will be 10-15 minutes long. It must be clearly organized and include the following elements:

- An explanation of the key concept(s).
- Example(s) of the concept(s).
- Questions to check for comprehension and/or to start a discussion with the class.
- An activity – individual, group, or class – that helps to reinforce the lesson through some kind of application. (If you think you’ll need additional time for the activity, discuss it with the professor in advance.)

Use the supplemental chapter entitled “Developing Your First Speech” provided to you separately and chapter 2 of your textbook as aids in helping you prepare your lesson-presentation. They provide cohesive overviews of all aspects of speech making and can be a help to you on this assignment and throughout the entire semester.*

I encourage you to work with me. I have a number of texts available that you can skim through to look for questions, activities, and definitions that are not in your book – which might help you to get ideas.

You might be nervous about this assignment. That’s okay. Learning actually requires us to step outside our comfort zones. Plus, you won’t be doing this alone; one or two fellow students will also be covering part of the chapter, and the professor will be teaching, too.

Annotated Bibliography (5 pts, 5% of final grade)

Information Literacy is part of all FS (freshman speaking) courses. The General Education program requires that you complete an Annotated Bibliography in conjunction with your FS course work to help improve your research and organization skills, particularly in relation to library usage, for the duration of your college experience. Additionally, this assignment will hopefully provide you with useful background information about your field that can help you as you construct your speeches for this class later in the semester.

All major speaking assignments in this course are connected, as much as possible, to your major and/or your career goals. With this in mind, the Annotated Bibliography will be focused on your chosen, or on a potential, career. Identify what you might “want to be when you grow up” and follow the instructions below for writing an annotated bibliography on that topic.

An annotated bibliography is a list of accurate citations for a number of sources on a certain topic, and each citation is accompanied by a short description/evaluation of a source that helps someone to decide whether or not the source may be useful for their research needs. (See example below.)

Your bibliography for this assignment must:

- First state the topic, which is your chosen/potential career
- Include at least 5 sources
 - Two sources must be found through the SUNY Potsdam Libraries. (Mark these with an asterisk * or star ★.)
 - Not include any encyclopedias, including Wikipedia.
- Be cited in MLA or APA format (handout provided in class)
- Have 1-2 paragraph annotations for each source that BOTH describes and critiques the source:
 3. what it is (book, website, etc.), who created & what it contains, AND
 4. explains why the source is valuable in relation to the topic - indicating the type(s) of evidence the source can provide for your speech **using the actual terms for supporting materials found in your textbook, chapter 5** (such as statistics, testimony, examples, etc.)
- Be typed, double-spaced, using 10-12-pt. font.
- Use correct spelling and grammar.
- Organize your sources alphabetically by last name. Organize your bibliography as Source-Annotation, Source-Annotation.

Cornell University has an excellent resource to help you with this assignment, at <http://olinuris.library.cornell.edu/ref/research/skill28.htm>.

Here's an example of one source and annotation. Each correct/complete source-annotation combination will earn 1 point.

Topic: Archeologist

★Maier, Thomas. (1995, March 5). Archeology goes high tech; Forget archeological digs; today's techniques leave every stone unturned. *The Montreal Gazette*. Retrieved from www.lexisnexis.com.

This is a news article written for a Canadian newspaper in 1995. It discusses how changes in archaeological techniques and technology are revolutionizing the way archeologists investigate sites and artifacts. It specifically mentions ground penetrating radar, DNA, and images by space shuttles as means for archeological research that create minimal disturbance to a site. The author also cites high profile **examples** in which these technological advances have been applied, such as the discovery of the lost city of Ubar (discovered through radar imaging by a NASA space shuttle). The article relies on multiple **testimonies** by anthropologists, archeologists and historians. As a news article, it appears to be a credible and objective source; the research done by the author is well referenced and of good quality, though for research about technology it might be a little outdated at 16 years old.

Special Occasion Speech Options for Childhood Ed (10 pts, 10% of final grade):

No matter what we study in college or what job we hold after college, one kind of speech that nearly everyone will have at least the chance to give during the course of their lives is a eulogy. For that reason, everyone in class will be giving a commemorative speech – either in the form of a eulogy or an awards-style presentation. To keep things from getting too maudlin or emotional in the classroom, however, everyone will be giving these speeches on behalf of fictional characters. As with the other major speeches, though, the special occasion speech has been tailored slightly to the particular interest areas of each discipline-specific group registered for this course.

 You have been asked to give the eulogy for a deceased colleague, or to present a Lifetime Achievement Award to a successful one. Select one of the “television and movie teachers” listed below and using character bios on network websites, Wikipedia entries, fan pages, imdb.com, YouTube, Hulu, etcetera, construct a eulogy that both commemorates the life of the person and comforts his/her survivors. For this speech, you will assume that the person really existed and that the audience of mourners/well-wishers are his/her family, friends, and coworkers within the television show.

1. Jaime Escalante, *Stand and Deliver*
2. John Keating, *Dead Poets Society*
3. “Prez,” *The Wire*
4. Edna Krabapple, *The Simpsons*
5. Glenn Holland, *Mr. Holland's Opus*
6. LouAnne Johnson, *Dangerous Minds*
7. Dewey Finn, *School of Rock*
8. Mr. Shoop, *Summer School*
9. Mr. Kotter, *Welcome Back Kotter*
10. Professor Minerva McGonagall, *Harry Potter*
11. Mark Thackeray, *To Sir With Love*
12. Professor Charles W. Kingsford Jr., *The Paper Chase*
13. Mr. Belding, *Saved by the Bell*
14. Prof. Dave Jennings, *Animal House*
15. Mr. Miyagi, *Karate Kid*

Your speech must be 4-6 minutes in length.

You have the option on this speech of delivering it extemporaneously or from a manuscript.

Informative Speech Options for Childhood Ed (20 pts, 20% of final grade):

Recognizing the multiple career paths students have who are majoring in Childhood Education, there are several options available to you for you the Informative Speech Assignment. Select ONE (1) of the following choices for your speech.

 You are teaching at your hometown school. It's the start of a new school year and it's Open House at your school. Explain to the parents *and* children your teaching philosophy, providing them with an overview of how their curriculum is going to be structured. Your speech should be supported with pedagogical research (including things like statistics, and expert & peer testimony), examples of success with similar approaches in other schools, Your speech should also be appropriate for both the adults and the children in the audience, containing information and statements that will be of interest to both groups.

 As part of a special extra-curricular educational series, you are leading a tutorial for children about Internet safety. Select an age group for your talk (5-7, 8-10, 11-13, 14-16) and construct an age-appropriate informative presentation on the dos and don'ts of online activity. Your presentation should be supported with real-world examples that will both make sense to and hold the interest of your age group.

 You are your school's representative for New York State United Teachers and need to explain to your colleagues and administrators how to use the new NYSUT "teacher practice rubrics" for the New York State Teacher Standards, found online at http://www.nysut.org/files/NYSUT_Teacher_Practice_Rubrics.pdf. You will need to present research about the state standards, about NYSUT's mission and goals, and provide information from people who have used it (consider interviewing some of the faculty in the School of Education). You are not arguing for or against the state standards or the rubric, but are simply making a "how to" presentation for your colleagues to effectively use the resource.

No matter which option you select, your speech needs to be 8-12 minutes in length, delivered extemporaneously.

Persuasive Speech Options for Childhood Ed (20 pts, 20% of final grade):

Recognizing the multiple career paths students have who are majoring in Childhood Education, there are several options available to you for you the Persuasive Speech Assignment. Select ONE (1) of the following choices for your speech.

 It's about midway through the school year and as part of a Parent-Teacher Night you are meeting with the parents of your students to give them an update – a progress report – of how things are going. From your perspective, everyone in the class would benefit from more parental involvement in the education process. Therefore, you need to gently convince the parents of things they can, and should, be doing at home to help their children succeed. Your arguments should be structured on pedagogical research (including things like statistics and expert & peer testimony), examples of particular activities, and success stories and also need to recognize concerns of the parents. They will not likely respond well they think you are criticizing their parenting. Many may have little time outside of work – potentially holding multiple jobs just to pay the bills. Some may not have access to the latest computer technology, or the money to purchase games or supplies.

 President Obama has supported the idea of year-round schooling (for example, see this article <http://www.huffingtonpost.com/2010/09/28/obama-school-year-should- n 741338.html>). You agree, and as an education specialist in the North Country you want to begin a campaign for area schools to adopt this program. Select any local, North Country, school district (such as Potsdam, Canton, Colton-Pierrepont, Norwood-Norfolk, Ogdensburg, Massena...) as your starting point and prepare a persuasive speech for the Board of Education and Parent-Teacher-Association to convince them to switch to year-round, or extended, school years. . Your arguments should be structured on pedagogical research (including things like statistics and expert & peer testimony), financial research, and examples of other comparable schools doing this successfully, and also need to recognize concerns of the audience and practical obstacles. They will not likely respond well they think you are criticizing their parenting. Many may have little time outside of work – potentially holding multiple jobs just to pay the bills. Some may not have access to the latest computer technology, or the money to purchase games or supplies.

 You are a spokesperson for New York State United Teachers and you are in charge of speaking to the education committees of the state Assembly and Senate about one of the following issues:

- revisiting vetoed pension legislation for school districts (http://www.nysut.org/cps/rde/xchg/nysut/hs.xsl/mediareleases_16773.htm)
- addressing the Board of Regents decision about increasing the weight of standardized testing (http://www.nysut.org/cps/rde/xchg/nysut/hs.xsl/mediareleases_16763.htm)

Your presentation needs to demonstrate understanding of the political and economic reasons behind these decisions while arguing in favor of the pension legislation and against the standardized testing policy. Your arguments should be based on evidence about economic benefits, pedagogical research, student success, district health, etcetera – as appropriate.

No matter which option you select, your speech needs to be 8-12 minutes in length, delivered extemporaneously.

A Word about Speech Grades

The grading rubrics for each speech assignment are provided on the following pages for your use in planning and preparing your speeches. You should use them as self-checklists. (For example, "Did I remember to explain what my interest and/or knowledge of the topic is in the introduction to my speech? If not, I'd better fix that...")

You might listen to a professor or a politician or some other speaker – one that you think is really quite good – and find that s/he does not do everything in the speech/presentation that you are expected to do on these assignments. You might wonder, then, why you have to do all these things in order to earn a good grade. Here's why:

This course is, as the title says, about the "basic principles" of public speaking. It's about the rules, the foundations. The philosophy behind this class is to make sure you know and can execute the basics. Outside of this class, you are then equipped, and welcome, to play around with that structure as much you like.

It's kind of like having to learn $2+2=4$ before you learn

$$\begin{array}{l} \frac{-2 \pm \sqrt{2^2 - 4(1)(1)}}{2(1)} \\ \downarrow \\ \frac{-2 \pm \sqrt{4-4}}{2} \\ \downarrow \\ \frac{-2 \pm \sqrt{0}}{2} \rightarrow \frac{-2}{2} \rightarrow -1 \end{array}$$

"Free verse" poems were created as a counter to formal metered patterns. Postmodernist philosophy grew out of a rejection of objectivity. Musical improvisation is only possible from an understanding of chords, harmony and dissonance.

In other words, you are expected to demonstrate knowledge and application of public speaking fundamentals before you start breaking the rules.

Speech Rubrics – for reference in preparing speeches

INFORMATIVE & PERSUASIVE SPEECH RUBRIC: 20 POINTS TOTAL, WITH POSSIBLE 21

NAME _____	NO = 0	'SORTA' = ½	YES = 1
Did I tell the audience the specific purpose of the speech?	NO	'SORTA'	YES
Did I connect to the audience or raise interest ?	NO	'SORTA'	YES
Did I preview the main points of the speech?	NO	'SORTA'	YES
Did I introduce myself & reveal credibility for the speech?	NO	'SORTA'	YES
Did I use a particular and appropriate organizational pattern with connectives ?	NO	'SORTA'	YES
Did I use oral style with sensory language &/or rhetorical devices ?	NO	'SORTA'	YES
Did I use 2-4 quality sources of supporting material ?	NO	'SORTA'	YES
Did I use oral footnotes , & give names/authors of sources in the speech?	NO	'SORTA'	YES
Did I use info/arguments that were relevant & appropriate to my audience ?	NO	'SORTA'	YES
Did I deliver the speech extemporaneously ?	NO	'SORTA'	YES
Did I speak loudly enough to be easily heard by everyone?	NO	'SORTA'	YES
Did I speak slowly & clearly enough for everyone to easily follow along?	NO	'SORTA'	YES
Did I demonstrate vocal variety & a conversational quality to my voice?	NO	'SORTA'	YES
Did I use gestures while speaking?	NO	'SORTA'	YES
Did I make sustained eye contact while speaking?	NO	'SORTA'	YES
Did I avoid using too many distracting habits ?	NO	'SORTA'	YES
Did I give the audience a cue that the speech was coming to an end?	NO	'SORTA'	YES
Did I restate what the specific purpose of the speech was?	NO	'SORTA'	YES
Did I recap the main points of the speech & avoid introducing new ones?	NO	'SORTA'	YES
Did I end the speech with an appropriate statement/sentiment ?	NO	'SORTA'	YES
Did my speech meet the time requirements of the assignment?	NO	'SORTA'	YES
BONUS			
If I used a presentation aid , was it useful & handled well?	NO	'SORTA'	YES/NA

SPECIAL OCCASION SPEECH: 10 POINTS TOTAL, WITH POSSIBLE 13

NAME _____	NO = 0	'SORTA' = ½	YES = 1
Did I introduce myself, relate to the audience, & indicate the speech purpose ?	NO	'SORTA'	YES
Did I use a particular and appropriate organizational pattern with connectives ?	NO	'SORTA'	YES
Did I use oral style with sensory language &/or rhetorical devices ?	NO	'SORTA'	YES
Did I use enough information that was appropriate to the audience & setting?	NO	'SORTA'	YES
Did I speak loudly & slowly enough to be easily understood?	NO	'SORTA'	YES
Did I demonstrate vocal variety & a conversational quality to my voice?	NO	'SORTA'	YES
Did I use gestures while speaking?	NO	'SORTA'	YES
Did I make sustained eye contact while speaking?	NO	'SORTA'	YES
Did I give the audience a cue that the speech was coming to an end?	NO	'SORTA'	YES
Did I end the speech with an appropriate statement/sentiment ?	NO	'SORTA'	YES
BONUS			
Did I deliver the speech extemporaneously?	NO	'SORTA'	YES
Did I avoid using too many distracting habits?	NO	'SORTA'	YES
Did my speech meet the time requirements of the assignment?	NO	'SORTA'	YES

COMM106: Basic Principles of Speech for the CSI Freshman Interest Group Fall 11 Assignment Packet

Introduction

As law enforcement becomes more complex and sophisticated, communication becomes increasingly important. Law enforcement requires accountability and teamwork – which are dependent on quality communication skills. Law enforcement personnel, from police officers to lawyers, need expertise in conflict resolution, establishment of authority, interviewing, community interaction, lobbying, sensitivity, listening, and more. At the base of many of these is audience understanding and adaptation – key components of this course. The ability to organize information and to express it clearly can:

- Help you to be more effective at serving your clients – whether they be the public, government officials, crime victims, or alleged criminals.
- Help prevent violence by establishing your authority and encouraging cooperation.
- Help to advance your career by developing and showcasing your problem-solving and leadership skills.

The public speaking assignments for the CSI FIG are designed to help you improve your communication skills in regards to clarity (organization & language use), authority (credibility), argumentation (research & reasoning), sensitivity (audience analysis & adaptation), and confidence (delivery). The particular speeches you will give are based on real world examples of community policing and law enforcement legislating.

You are expected to approach each assignment not simply as a class requirement but as a true life task given to you by a superior in your profession. You will gather, organize, and present information and arguments as if you were on the job and actually speaking to audiences of community members, media representatives, and/or governmental officials.

You will, therefore, treat each assignment seriously and conduct yourself professionally. Lapses in ethics – such as lack of preparation, plagiarism, or other forms of cheating – will be reviewed and reprimanded in this class just as they are by citizen police review boards, boards of police, bar associations, ethics committees, etc., in the professional world.

This class serves multiple special interests. Some of you are here as part of the Childhood Education Major. Some of you are here for the Criminal Justice FIG, some for the Theater FIG, and some just because you need your Freshman Speech credit. To make the most of each of your experiences, major speaking assignments have been tailored to your particular discipline. You will all give four speeches this semester. Each of you will be responsible for teaching a portion of a class. Each of you will give an informative speech, a persuasive speech, and a special occasion speech – but the options available to you for those speeches are crafted specifically for your discipline, even though our class discussions might not always be as specific to criminal justice concerns as you would like. I encourage you to get involved in class and to ask as many questions as possible that will help you to link these communication skills to your interests and goals.

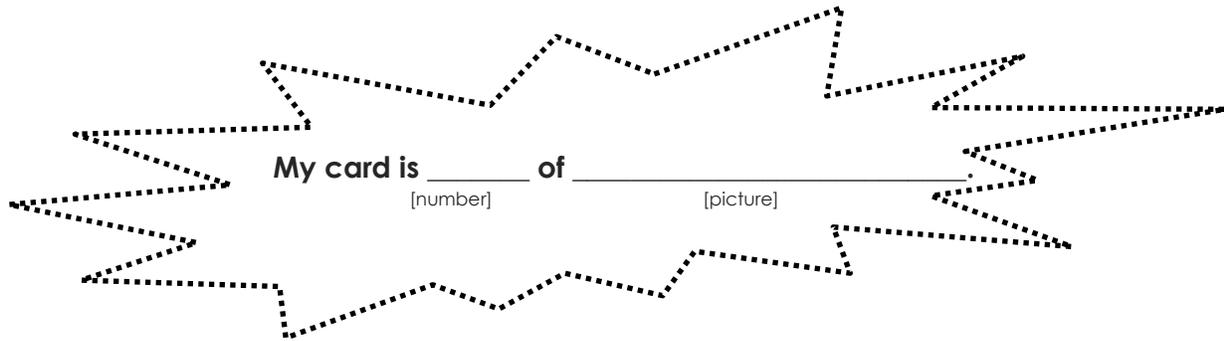
Additional Resources of Interest: [Police Talk: A Scenario-Based Communications Workbook for Police Recruits & Officers](#), by J. Reynolds & M. Mariani. Prentice Hall, 2001.

[Written & Interpersonal Communications: Methods for Law Enforcement – 4th edition](#), by H. Wallace & C. Roberson. Prentice Hall, 2008.

A Word about Due Dates & Attendance

Speech presentation days are all pre-assigned. When you look at the class calendar, you will see the speech days are divided according to a character and/or number designation.

On the first day of class, you received a card assigning you as a number 1-5 and as a Lucky Charms™ icon – red balloon, orange star, green clover, blue moon, or purple horseshoe. The professor kept a record of your designation. You should keep one as well. Use the space below.



This card not only tells you on which days you will be giving your speeches, but also which chapter section you are in charge of teaching (see the "Learning by Leading" assignment described in this packet).

The card may also be used to make group assignments and for random participant selection in class.

Please treat assigned presentation days the way you would a major exam. If you don't show up, you likely forfeit your opportunity to speak and will get a zero for the assignment. Not being prepared wastes your classmates' time, too. I know that we all get sick once in a while, but consider this: If you're in college to learn *job skills*, responsibility is one of them. Frequently in our careers, there is no way to reschedule a major presentation. Bosses expect, and need, reports at certain times. Not meeting those obligations will ruin chances for promotions and raises, possibly result in job loss, and could even severely damage the company or organization.

Attendance: This is a live, non-virtual, non-mediated, speech communication course. Being present is necessary to communicate. Regular, timely, attendance is expected.

Attendance is a job skill: failure to report to work on time can result in lost income, inability to be promoted, or termination. If you cannot consistently be present, on time, for class, you should consider withdrawing.

If you miss an assignment or a quiz when absent or late, it cannot be made up – unless the absence was caused by acute illness that mandated bed rest and/or quarantine or by an event like death in the immediate family.

- Absences for religious observances can, and will, be accommodated *with advance notice*.
- Repeated absences due to chronic illness can be accommodated through special arrangements, provided they are made early enough in the semester.
- If you have family or health concerns that could interfere with your success in this course, you should make arrangements with the professor and/or Accommodative Services (in the Student Success Center) as soon as possible.

Regular attendance is to your advantage. Not only do studies show that students who attend class earn better grades but your attentive presence will improve the chances that you get all needed information and assistance on assignments, reduce the number of quizzes or in-class grades that you miss, and increase the number of in-class extra credit opportunities in which you may be able to participate.

Readings, Quizzes (20 pts, 20% of final grade) & Final Exam (20 pts, 20% of final grade)

This class is structured so that you learn/review *all* the basics, building blocks, and tips for a perfectly executed speech *before* you have to give a major presentation yourself. You might wonder why, thinking it would be better to start speaking right away and to get it over with sooner. Well, the reason is that, as a longtime musician, I don't believe that "practice makes perfect." I believe that "perfect practice makes perfect." If you start giving speeches without knowing all the Dos and Don'ts, then you might be practicing, and reinforcing bad habits.

This course structure means that there is a lot of reading covered early in the semester. Our class time together during these early weeks will be the most productive and the most interesting if you do the assigned readings on time. (Due dates for each chapter are marked on the calendar.) This way, discussions and activities will be more robust and meaningful.

Now, I know textbooks aren't exactly "fun" to read. And, as a world-class procrastinator myself, I know how easy it is to put things off... and off... and off... So, to help motivate you to keep up on the readings, the following policies are in place:

● **There will be 12 pop quizzes, short-answer format, throughout the semester, based on the readings due. These quizzes will be worth 20% of your total course grade. (Your lowest two quiz grades will be dropped, making each quiz weighted at 2 points.)**

● To prepare for these quizzes (and the cumulative final exam) you may choose to bring, and turn-in, one 4x6 index card with handwritten notes (front & back) from the chapter. (One card per chapter.) You would get to use the "cheat sheet" on the pop quiz and would get it back to use again on the final. [Submitting cards for all assigned reading will result in extra credit!]

This is a 4x6 card.

If you do not have index cards available, you may cut paper to this size to use. It may not be any larger than this outline.

If you do not have a ruler, trace this box.

- You may have only 1 card per chapter.
- Cards may not be any larger than 4x6. (See below.)
- Notes must be handwritten, not typed.
- Your name must be on the card, or it will be thrown away.
- Cards will be accepted *only on the day the chapter is due*, no exceptions.

To help reinforce all the components of a well-constructed and well-delivered speech, two major exams will be used to encourage you to maintain good study and work habits throughout the semester. In this way, I hope to help you retain the important information you are learning from one week to another. The final exam will be a cumulative multiple choice test, consisting of questions pulled from the pop quizzes for all chapters. The final will be 15-20 questions. In addition, there will be a number of short answer questions for the opportunity to earn bonus points.

Learning by Leading – Mini Lessons (5 pts, 5% of final grade)

Each person in this class is going to be in charge of teaching one portion of each lesson. Not only is this a chance to practice good public speaking skills but it will also help you to get more out of the class.

Research indicates that we learn things faster and with deeper understanding when we learn from examples and from action. The more deeply invested we are, personally, in the learning process and the more active we are in it, the better we are at mastering material.

By being responsible for a “mini lesson” it gives you an active role in class and with the class material. Ideally, this means that not only will you pay a little extra attention to the material that you have to teach, but it will also encourage you to engage more deeply with the other material as well as you look for the connections between your lesson and the larger class.

This assignment also gives everyone in the class a chance to learn from a variety of speakers and activities, instead of listening to just the professor drone each day.

Teaching a mini lesson is also a chance at a public speaking “warm-up” – it’s a slightly more low-key speech activity and it’s not worth as large a portion of your total grade as the more formal speeches.

Each chapter in the textbook (after the introductory ones) has been divided into 2-3 sections, and each section is assigned to a particular student [see the list below]. On the day the chapter is due, you will lead the class through the material in your particular section.

Your lesson will be 10-15 minutes long. It must be clearly organized and include the following elements:

- An explanation of the key concept(s).
- Example(s) of the concept(s).
- Questions to check for comprehension and/or to start a discussion with the class.
- An activity – individual, group, or class – that helps to reinforce the lesson through some kind of application. (If you think you’ll need additional time for the activity, discuss it with the professor in advance.)

Use the supplemental chapter entitled “Developing Your First Speech” provided to you separately and chapter 2 of your textbook as aids in helping you prepare your lesson-presentation. They provide cohesive overviews of all aspects of speech making and can be a help to you on this assignment and throughout the entire semester.*

I encourage you to work with me. I have a number of texts available that you can skim through to look for questions, activities, and definitions that are not in your book – which might help you to get ideas.

You might be nervous about this assignment. That’s okay. Learning actually requires us to step outside our comfort zones. Plus, you won’t be doing this alone; one or two fellow students will also be covering part of the chapter, and the professor will be teaching, too.

Annotated Bibliography (5 pts, 5% of final grade)

Information Literacy is part of all FS (freshman speaking) courses. The General Education program requires that you complete an Annotated Bibliography in conjunction with your FS course work to help improve your research and organization skills, particularly in relation to library usage, for the duration of your college experience. Additionally, this assignment will hopefully provide you with useful background information about your field that can help you as you construct your speeches for this class later in the semester.

All major speaking assignments in this course are connected, as much as possible, to your major and/or your career goals. With this in mind, the Annotated Bibliography will be focused on your chosen, or on a potential, career. Identify what you might “want to be when you grow up” and follow the instructions below for writing an annotated bibliography on that topic.

An annotated bibliography is a list of accurate citations for a number of sources on a certain topic, and each citation is accompanied by a short description/evaluation of a source that helps someone to decide whether or not the source may be useful for their research needs. (See example below.)

Your bibliography for this assignment must:

- First state the topic, which is your chosen/potential career
- Include at least 5 sources
 - Two sources must be found through the SUNY Potsdam Libraries. (Mark these with an asterisk * or star ★.)
 - Not include any encyclopedias, including Wikipedia.
- Be cited in MLA or APA format (handout provided in class)
- Have 1-2 paragraph annotations for each source that BOTH describes and critiques the source:
 5. what it is (book, website, etc.), who created & what it contains, AND
 6. explains why the source is valuable in relation to the topic - indicating the type(s) of evidence the source can provide for your speech **using the actual terms for supporting materials found in your textbook, chapter 5** (such as statistics, testimony, examples, etc.)
- Be typed, double-spaced, using 10-12-pt. font.
- Use correct spelling and grammar.
- Organize your sources alphabetically by last name. Organize your bibliography as Source-Annotation, Source-Annotation.

Cornell University has an excellent resource to help you with this assignment, at

<http://olinuris.library.cornell.edu/ref/research/skill28.htm>.

Here's an example of one source and annotation. Each correct/complete source-annotation combination will earn 1 point.

Topic: Archeologist

★Maier, Thomas. (1995, March 5). Archeology goes high tech; Forget archeological digs; today's techniques leave every stone unturned. *The Montreal Gazette*. Retrieved from www.lexisnexis.com.

This is a news article written for a Canadian newspaper in 1995. It discusses how changes in archaeological techniques and technology are revolutionizing the way archeologists investigate sites and artifacts. It specifically mentions ground penetrating radar, DNA, and images by space shuttles as means for archeological research that create minimal disturbance to a site. The author also cites high profile **examples** in which these technological advances have been applied, such as the discovery of the lost city of Ubar (discovered through radar imaging by a NASA space shuttle). The article relies on multiple **testimonies** by anthropologists, archeologists and historians. As a news article, it appears to be a credible and objective source; the research done by the author is well referenced and of good quality, though for research about technology it might be a little outdated at 16 years old.

Special Occasion Speech Options for the CSI FIG (10pts, 10% of final grade):

No matter what we study in college or what job we hold after college, one kind of speech that nearly everyone will have at least the chance to give during the course of their lives is a eulogy. For that reason, everyone in class will be giving a commemorative speech – either in the form of a eulogy or an awards-style presentation. To keep things from getting too maudlin or emotional in the classroom, however, everyone will be giving these speeches on behalf of fictional characters. As with the other major speeches, though, the special occasion speech has been tailored slightly to the particular interest areas of each discipline-specific group registered for this course.

 You have been asked to give the eulogy for a fallen comrade, or to present a Commendation of Admirable Service to a successful one. Select one of the “television cops” listed below and using character bios on network websites, Wikipedia entries, fan pages, imdb.com, YouTube, Hulu, etcetera, construct a eulogy that both commemorates the life of the person and comforts his/her survivors. For this speech, you will assume that the person really existed and that the audience of mourners/well-wishers are his/her family, friends, and coworkers within the television show.

1. Lt. Jim Dangle , *Reno 911*
2. Sgt. Frank Drebin, Detective Lieutenant, *Police Squad!*
3. Deputy Sheriff Barney Fife, *Andy Griffith Show*
4. Sheriff Rosco P. Coltrane, *Dukes of Hazzard*
5. Chief Clancy Wiggum, *The Simpsons*
6. Lt. Columbo, *Columbo*
7. Lt. Frank Pembleton, *Homicide: Life on the Street*
8. Detective Andy Sipowicz, *NYPD Blue*
9. Detective Olivia Benson, *Law & Order SVU*
10. Detective Mary Beth Lacey, *Cagney & Lacey*
11. Officer Jimmy McNulty, *The Wire*
12. Officer Francis "Ponch" Poncherello, *CHiPs*
13. Sgt. Joe Friday, *Dragnet*
14. Lieutenant Anita Van Buren, *Law & Order*
15. Lydia Adams, *Southland*

Your speech must be 4-6 minutes in length.

You have the option on this speech of delivering it extemporaneously or from a manuscript.

Informative Speech Options for the CSI FIG:

Recognizing the multiple career goals students in the criminal justice program have, there are several options available to you for you the Informative Speech Assignment. Select ONE (1) of the following choices for your speech.

 As part of a community service, you have been asked to give a presentation to the residents of the Mayfield Senior Citizens Apartments, in Potsdam, about Internet crime. Your job is to teach the audience about how to detect and avoid (potential) scams and ways to keep themselves and their information safe, without discouraging them from using the Internet and without expecting too much technological savvy. Your presentation should be supported with real-world examples that will make sense and be relevant to the particular audience.

 You have been designated as the media contact person on a murder investigation. You need to make a statement at a press conference regarding the case. Your statement needs to inform the press about the basic facts of the murder and needs to remind them about standard police procedures for such events. For this speech, you need to organize the facts of the murder, provided to you through the arrest documents at <http://www.crimescene.com/currentcase/previous-cases-1473587460/new-case/evidence2nd/874-evidence-arrest-report-ned-fisher> and <http://www.crimescene.com/currentcase/previous-cases-1473587460/new-case/evidence2nd/870-evidence-arrest-documents-ned-fisher>, and through the evidence reports at <http://www.crimescene.com/currentcase/previous-cases-1473587460/new-case/evidence2nd/876-evidence-ballistics-analysis-update> and <http://www.crimescene.com/currentcase/previous-cases-1473587460/new-case/evidence2nd/926-evidence-trace-evidence-analysis-update>. You also need to gather, organize, and incorporate information about how the police would handle this kind of case.

 Due to budget cuts, the police force you work for can't maintain the level of community presence and patrols that it would like. As a result, the town –which is comparable in demographics to Ogdensburg- is discussing the possibility of instituting a neighborhood watch program. You have been asked to speak to a group of interested and concerned citizens about how to establish community policing. This is an informational meeting; you are not trying to argue for or against a neighborhood watch, but are simply explaining the what, how, where, and when of the program, as well as the dos and don'ts, to members of the community. Your presentation should include statistics, examples, and testimony from other similar programs and from law enforcement.

 You work for a criminal justice advocacy group. Your group is currently campaigning on a few main issues. You have been asked to prepare a speech on one of these issues to be given at either a Take Back the Night event or at a National Night Out event, hosted somewhere in St. Lawrence County. Your task is to simply raise awareness about one of the following concerns, at the event you think is most appropriate:

- Women in prison ([http://www.correctionalassociation.org/publications/download/wipp/factsheets/Wome in Prison Fact Sheet 2009_FINAL.pdf](http://www.correctionalassociation.org/publications/download/wipp/factsheets/Wome%20in%20Prison%20Fact%20Sheet%2009_FINAL.pdf))
- LGBT Youth in detention (http://www.correctionalassociation.org/publications/download/jjp/LGBT_myths.pdf)
- In-prison substance abuse treatment (http://www.correctionalassociation.org/publications/download/pvp/factsheets/sa_fact_sheet_2011.pdf)
- Effects of incarceration on families ([http://www.correctionalassociation.org/publications/download/wipp/factsheets/Families Fact Sheet 2009_FINAL.pdf](http://www.correctionalassociation.org/publications/download/wipp/factsheets/Families_Fact_Sheet_2009_FINAL.pdf))

Your speech should extend beyond the information provided on these sheets to include evidence from other sources – which will ideally be tailored as specifically as possible to St. Lawrence County and the event at which you've chosen to speak (about which you will need to learn something).

No matter which option you select, your speech needs to be 8-12 minutes in length, delivered extemporaneously.

Persuasive Speech Options for the CSI FIG:

Recognizing the multiple career goals students in the criminal justice program have, there are several options available to you for you the Persuasive Speech Assignment. Select ONE (1) of the following choices for your speech.

 As a representative of your police union, you have been asked to speak to local legislative representatives on behalf of proposed law enforcement legislation. You may choose which bill to support (a starting place for learning about this legislation is www.iupa.org, under "Legislative Update"):

- Katie Sepich Enhanced DNA Collection Act of 2011
- State and Local Law Enforcement Hatch Act Reform Act of 2011
- Save Our Border Communities Act of 2011
- Border Enforcement Security Task Force Act of 2011
- Justice for Public Servants Act of 2011
- [other, not listed, with permission of instructor]

Your presentation must be tailored to regional representatives (find out who they are & what their record of law enforcement support is!). Your arguments in favor of the legislation need to be based on research regarding the benefit of the acts – such as testimony, statistics, and examples.

 Because of an increase in police intervention with college students in Potsdam for incidents like public drunkenness, false identification, marijuana possession, disturbing the peace, assault, and noise violation and an increasing number of tickets for speeding and parking, the students are feeling harassed. You are the officer that answers a complaint at the scene of a college house party. The situation quickly escalates and you are faced with a crowd of dozens of angry, indignant, people. Their shouting and shoving is fueled by adrenaline and alcohol. You choose to try to speak to them – to find common ground and improve community-police relations. Present them with an argument, grounded in evidence, to calm them down and convince them that the police are not the enemy. Some examples of similar instances include,

-- <http://www.seattlepi.com/local/article/Seattle-police-meeting-draws-tense-angry-crowd-996051.php>

-- <http://www.miamiherald.com/2011/03/28/2138333/death-violence-and-angry-mob-mar.html>

-- http://abclocal.go.com/kabc/story?section=news/local/orange_county&id=8284005

 You are the DARE Officer at your hometown school and you have to make a "don't do drugs" speech to the 5th-7th grades. You know you have your work cut out for you, because these kids have already heard so many "don't do drugs" messages. Craft a persuasive speech that will stand out from the others. Base your arguments on evidence –testimony, examples, statistics – that are as specific as possible to your particular audience (thing age and location appropriate) and present them with as much new or different material/reasons as you can.

 You are the prosecuting attorney assigned to the following case. You are making your closing argument to the jury. Your presentation should outline the facts of the case, with emotional appeals, in such a way is to argue/prove the defendant's guilt. <http://www.peterpappas.com/journals/trial/edwards.pdf> (additional evidence at <http://www.peterpappas.com/journals/trial/jean-allen-photo.pdf>) . In addition to the facts of the case as presented in these documents, your argument should rely on research regarding legal precedent, proper legal procedures, and other similar cases.

 You are the defense attorney assigned to the following case. You are making your closing argument to the jury. Your presentation should outline the facts of the case, with emotional appeals, in such a way as to argue/prove the defendant's innocence. <http://www.peterpappas.com/journals/trial/osborn.pdf>. In addition to the facts of the case as presented in these documents, your argument should rely on research regarding legal precedent, proper legal procedures, and other similar cases.

 You work for a criminal justice advocacy group. Your group is currently campaigning about prison reform. You have been asked to speak to a group of North Country residents and employees connected to the area's correctional facilities about prison downsizing. (See brochure at http://droptherock.ipower.com/wp-content/uploads/2010/02/prison_downsizing_brochure_210.pdf.) Your task is to convince a skeptical and hostile audience that prison downsizing is in their best interest. The research incorporated in your speech should demonstrate understanding of the specific prison debates and closings in the area, recognition of North Country economics, and evidence such as examples and/or statistics supporting prison downsizing.

No matter which option you select, your speech needs to be 8-12 minutes in length, delivered extemporaneously.

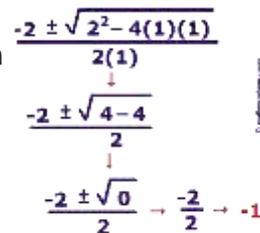
A Word about Speech Grades

The grading rubrics for each speech assignment are provided on the following pages for your use in planning and preparing your speeches. You should use them as self-checklists. (For example, “Did I remember to explain what my interest and/or knowledge of the topic is in the introduction to my speech? If not, I’d better fix that...”)

You might listen to a professor or a politician or some other speaker – one that you think is really quite good – and find that s/he does not do everything in the speech/presentation that you are expected to do on these assignments. You might wonder, then, why you have to do all these things in order to earn a good grade. Here’s why:

This course is, as the title says, about the “basic principles” of public speaking. It’s about the rules, the foundations. The philosophy behind this class is to make sure you know and can execute the basics. Outside of this class, you are then equipped, and welcome, to play around with that structure as much you like.

It’s kind of like having to learn $2+2=4$ before you learn

$$\begin{array}{l} \frac{-2 \pm \sqrt{2^2 - 4(1)(1)}}{2(1)} \\ \downarrow \\ \frac{-2 \pm \sqrt{4-4}}{2} \\ \downarrow \\ \frac{-2 \pm \sqrt{0}}{2} \rightarrow \frac{-2}{2} \rightarrow -1 \end{array}$$


“Free verse” poems were created as a counter to formal metered patterns. Postmodernist philosophy grew out of a rejection of objectivity. Musical improvisation is only possible from an understanding of chords, harmony and dissonance.

In other words, you are expected to demonstrate knowledge and application of public speaking fundamentals before you start breaking the rules.

Speech Rubrics – for reference in preparing speeches

INFORMATIVE & PERSUASIVE SPEECH RUBRIC: 20 POINTS TOTAL, WITH POSSIBLE 21

NAME _____	NO = 0	'SORTA' = ½	YES = 1
Did I tell the audience the specific purpose of the speech?	NO	'SORTA'	YES
Did I connect to the audience or raise interest ?	NO	'SORTA'	YES
Did I preview the main points of the speech?	NO	'SORTA'	YES
Did I introduce myself & reveal credibility for the speech?	NO	'SORTA'	YES
Did I use a particular and appropriate organizational pattern with connectives ?	NO	'SORTA'	YES
Did I use oral style with sensory language &/or rhetorical devices ?	NO	'SORTA'	YES
Did I use 2-4 quality sources of supporting material ?	NO	'SORTA'	YES
Did I use oral footnotes , & give names/authors of sources in the speech?	NO	'SORTA'	YES
Did I use info/arguments that were relevant & appropriate to my audience ?	NO	'SORTA'	YES
Did I deliver the speech extemporaneously ?	NO	'SORTA'	YES
Did I speak loudly enough to be easily heard by everyone?	NO	'SORTA'	YES
Did I speak slowly & clearly enough for everyone to easily follow along?	NO	'SORTA'	YES
Did I demonstrate vocal variety & a conversational quality to my voice?	NO	'SORTA'	YES
Did I use gestures while speaking?	NO	'SORTA'	YES
Did I make sustained eye contact while speaking?	NO	'SORTA'	YES
Did I avoid using too many distracting habits ?	NO	'SORTA'	YES
Did I give the audience a cue that the speech was coming to an end?	NO	'SORTA'	YES
Did I restate what the specific purpose of the speech was?	NO	'SORTA'	YES
Did I recap the main points of the speech & avoid introducing new ones?	NO	'SORTA'	YES
Did I end the speech with an appropriate statement/sentiment ?	NO	'SORTA'	YES
Did my speech meet the time requirements of the assignment?	NO	'SORTA'	YES
BONUS			
If I used a presentation aid , was it useful & handled well?	NO	'SORTA'	YES/NA

SPECIAL OCCASION SPEECH: 10 POINTS TOTAL, WITH POSSIBLE 13

NAME _____	NO = 0	'SORTA' = ½	YES = 1
Did I introduce myself, relate to the audience, & indicate the speech purpose ?	NO	'SORTA'	YES
Did I use a particular and appropriate organizational pattern with connectives ?	NO	'SORTA'	YES
Did I use oral style with sensory language &/or rhetorical devices ?	NO	'SORTA'	YES
Did I use enough information that was appropriate to the audience & setting?	NO	'SORTA'	YES
Did I speak loudly & slowly enough to be easily understood?	NO	'SORTA'	YES
Did I demonstrate vocal variety & a conversational quality to my voice?	NO	'SORTA'	YES
Did I use gestures while speaking?	NO	'SORTA'	YES
Did I make sustained eye contact while speaking?	NO	'SORTA'	YES
Did I give the audience a cue that the speech was coming to an end?	NO	'SORTA'	YES
Did I end the speech with an appropriate statement/sentiment ?	NO	'SORTA'	YES
BONUS			
Did I deliver the speech extemporaneously?	NO	'SORTA'	YES
Did I avoid using too many distracting habits?	NO	'SORTA'	YES
Did my speech meet the time requirements of the assignment?	NO	'SORTA'	YES

COMM106: Basic Principles of Speech
for the
Theater Freshman Interest Group
Fall 11 Assignment Packet

Many people in the theater are very comfortable in front of an audience; they love to perform. But theater is more than simply performing – it's about communicating. Being able to express your own ideas and emotions, as well as those of others, is critical. Communicating ideas effectively is essential for producing and directing, and it can improve dramatic performances, too (for example, rehearsing a monologue *in your own words* can be a great way of preparing for an audition). The better you are at clearly conveying a message to people, the better your chances for getting cast, for securing funding for a production, for inspiring your cast or crew, for getting the performance or production you want from your cast and crew, and for connecting with your audience.

The public speaking assignments for the Dance & Drama FIG are designed to help you improve your communication skills in regards to clarity (organization & language use), credibility, argumentation (research & reasoning), sensitivity (audience analysis & adaptation), and confidence (delivery). The particular speeches you will give are based on real world scenarios and issues of the theater community.

You are expected to approach each assignment not simply as a class requirement but as a true life task from the profession. You will gather, organize, and present information and arguments as if you were on the job and actually speaking to audiences of directors, producers, peers, and/or governmental officials.

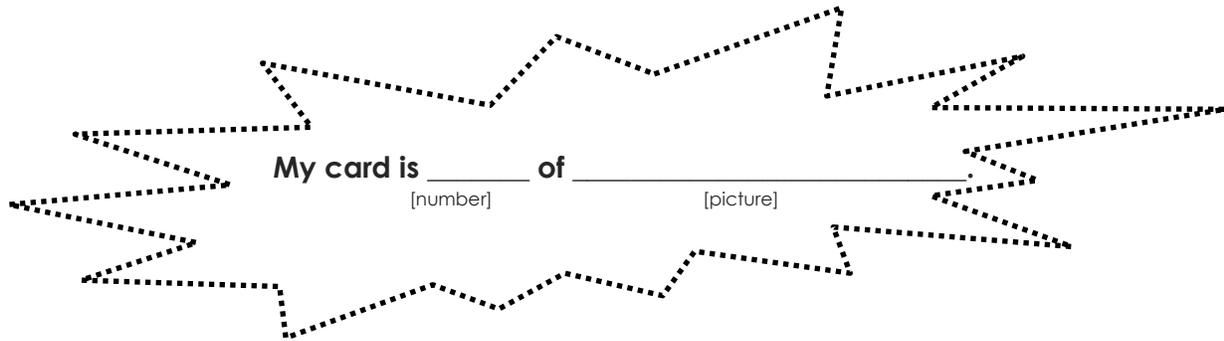
You will, therefore, treat each assignment seriously and conduct yourself professionally. Lapses in ethics – such as lack of preparation, plagiarism, or other forms of cheating – will be reviewed and reprimanded in this class just as they are by legal representatives in the professional world.

This class serves multiple special interests. Some of you are here as part of the Childhood Education Major. Some of you are here for the Criminal Justice FIG, some for the Theater FIG, and some just because you need your Freshman Speech credit. To make the most of each of your experiences, major speaking assignments have been tailored to your particular discipline. You will all give four speeches this semester. Each of you will be responsible for teaching a portion of a class. Each of you will give an informative speech, a persuasive speech, and a special occasion speech – but the options available to you for those speeches are crafted specifically for *your* discipline, even though our class discussions might not always be as specific to dance and drama elements and topics as you would like. I encourage you to get involved in class and to ask as many questions as possible that will help you to link these communication skills to your interests and goals.

A Word about Due Dates & Attendance

Speech presentation days are all pre-assigned. When you look at the class calendar, you will see the speech days are divided according to a character and/or number designation.

On the first day of class, you received a card assigning you as a number 1-5 and as a Lucky Charms™ icon – red balloon, orange star, green clover, blue moon, or purple horseshoe. The professor kept a record of your designation. You should keep one as well. Use the space below.



This card not only tells you on which days you will be giving your speeches, but also which chapter section you are in charge of teaching (see the "Learning by Leading" assignment described in this packet).

The card may also be used to make group assignments and for random participant selection in class.

Please treat assigned presentation days the way you would a major exam. If you don't show up, you likely forfeit your opportunity to speak and will get a zero for the assignment. Not being prepared wastes your classmates' time, too. I know that we all get sick once in a while, but consider this: If you're in college to learn *job skills*, responsibility is one of them. Frequently in our careers, there is no way to reschedule a major presentation. Bosses expect, and need, reports at certain times. Not meeting those obligations will ruin chances for promotions and raises, possibly result in job loss, and could even severely damage the company or organization.

Attendance: This is a live, non-virtual, non-mediated, speech communication course. Being present is necessary to communicate. Regular, timely, attendance is expected.

Attendance is a job skill: failure to report to work on time can result in lost income, inability to be promoted, or termination. If you cannot consistently be present, on time, for class, you should consider withdrawing.

If you miss an assignment or a quiz when absent or late, it cannot be made up – unless the absence was caused by acute illness that mandated bed rest and/or quarantine or by an event like death in the immediate family.

- Absences for religious observances can, and will, be accommodated *with advance notice*.
- Repeated absences due to chronic illness can be accommodated through special arrangements, provided they are made early enough in the semester.
- If you have family or health concerns that could interfere with your success in this course, you should make arrangements with the professor and/or Accommodative Services (in the Student Success Center) as soon as possible.

Regular attendance is to your advantage. Not only do studies show that students who attend class earn better grades but your attentive presence will improve the chances that you get all needed information and assistance on assignments, reduce the number of quizzes or in-class grades that you miss, and increase the number of in-class extra credit opportunities in which you may be able to participate.

Readings, Quizzes (20 pts, 20% of final grade) & Final Exam (20 pts, 20% of final grade):

This class is structured so that you learn/review *all* the basics, building blocks, and tips for a perfectly executed speech *before* you have to give a major presentation yourself. You might wonder why, thinking it would be better to start speaking right away and to get it over with sooner. Well, the reason is that, as a longtime musician, I don't believe that "practice makes perfect." I believe that "perfect practice makes perfect." If you start giving speeches without knowing all the Dos and Don'ts, then you might be practicing, and reinforcing bad habits.

This course structure means that there is a lot of reading covered early in the semester. Our class time together during these early weeks will be the most productive and the most interesting if you do the assigned readings on time. (Due dates for each chapter are marked on the calendar.) This way, discussions and activities will be more robust and meaningful.

Now, I know textbooks aren't exactly "fun" to read. And, as a world-class procrastinator myself, I know how easy it is to put things off... and off... and off... So, to help motivate you to keep up on the readings, the following policies are in place:

● **There will be 12 pop quizzes, short-answer format, throughout the semester, based on the readings due. These quizzes will be worth 20% of your total course grade. (Your lowest two quiz grades will be dropped, making each quiz weighted at 2 points.)**

● To prepare for these quizzes (and the cumulative final exam) you may choose to bring, and turn-in, one 4x6 index card with handwritten notes (front & back) from the chapter. (One card per chapter.) You would get to use the "cheat sheet" on the pop quiz and would get it back to use again on the final. [Submitting cards for all assigned reading will result in extra credit!]

This is a 4x6 card.

If you do not have index cards available, you may cut paper to this size to use. It may not be any larger than this outline.

If you do not have a ruler, trace this box.

- You may have only 1 card per chapter.
- Cards may not be any larger than 4x6. (See below.)
- Notes must be handwritten, not typed.
- Your name must be on the card, or it will be thrown away.
- Cards will be accepted *only on the day the chapter is due*, no exceptions.

To help reinforce all the components of a well-constructed and well-delivered speech, two major exams will be used to encourage you to maintain good study and work habits throughout the semester. In this way, I hope to help you retain the important information you are learning from one week to another. The final exam will be a cumulative multiple choice test, consisting of questions pulled from the pop quizzes for all chapters. The final will be 15-20 questions. In addition, there will be a number of short answer questions for the opportunity to earn bonus points.

Learning by Leading – Mini Lessons (5 pts, 5% of final grade)

Each person in this class is going to be in charge of teaching one portion of each lesson. Not only is this a chance to practice good public speaking skills but it will also help you to get more out of the class.

Research indicates that we learn things faster and with deeper understanding when we learn from examples and from action. The more deeply invested we are, personally, in the learning process and the more active we are in it, the better we are at mastering material.

By being responsible for a “mini lesson” it gives you an active role in class and with the class material. Ideally, this means that not only will you pay a little extra attention to the material that you have to teach, but it will also encourage you to engage more deeply with the other material as well as you look for the connections between your lesson and the larger class.

This assignment also gives everyone in the class a chance to learn from a variety of speakers and activities, instead of listening to just the professor drone each day.

Teaching a mini lesson is also a chance at a public speaking “warm-up” – it’s a slightly more low-key speech activity and it’s not worth as large a portion of your total grade as the more formal speeches.

Each chapter in the textbook (after the introductory ones) has been divided into 2-3 sections, and each section is assigned to a particular student [see the list below]. On the day the chapter is due, you will lead the class through the material in your particular section.

Your lesson will be 10-15 minutes long. It must be clearly organized and include the following elements:

- An explanation of the key concept(s).
- Example(s) of the concept(s).
- Questions to check for comprehension and/or to start a discussion with the class.
- An activity – individual, group, or class – that helps to reinforce the lesson through some kind of application. (If you think you’ll need additional time for the activity, discuss it with the professor in advance.)

Use the supplemental chapter entitled “Developing Your First Speech” provided to you separately and chapter 2 of your textbook as aids in helping you prepare your lesson-presentation. They provide cohesive overviews of all aspects of speech making and can be a help to you on this assignment and throughout the entire semester.*

I encourage you to work with me. I have a number of texts available that you can skim through to look for questions, activities, and definitions that are not in your book – which might help you to get ideas.

You might be nervous about this assignment. That’s okay. Learning actually requires us to step outside our comfort zones. Plus, you won’t be doing this alone; one or two fellow students will also be covering part of the chapter, and the professor will be teaching, too.

Annotated Bibliography (5 pts, 5% of final grade):

Information Literacy is part of all FS (freshman speaking) courses. The General Education program requires that you complete an Annotated Bibliography in conjunction with your FS course work to help improve your research and organization skills, particularly in relation to library usage, for the duration of your college experience. Additionally, this assignment will hopefully provide you with useful background information about your field that can help you as you construct your speeches for this class later in the semester.

All major speaking assignments in this course are connected, as much as possible, to your major and/or your career goals. With this in mind, the Annotated Bibliography will be focused on your chosen, or on a potential, career. Identify what you might “want to be when you grow up” and follow the instructions below for writing an annotated bibliography on that topic.

An annotated bibliography is a list of accurate citations for a number of sources on a certain topic, and each citation is accompanied by a short description/evaluation of a source that helps someone to decide whether or not the source may be useful for their research needs. (See example below.)

Your bibliography for this assignment must:

- First state the topic, which is your chosen/potential career
- Include at least 5 sources
 - Two sources must be found through the SUNY Potsdam Libraries. (Mark these with an asterisk * or star ★.)
 - Not include any encyclopedias, including Wikipedia.
- Be cited in MLA or APA format (handout provided in class)
- Have 1-2 paragraph annotations for each source that BOTH describes and critiques the source:
 7. what it is (book, website, etc.), who created & what it contains, AND
 8. explains why the source is valuable in relation to the topic - indicating the type(s) of evidence the source can provide for your speech **using the actual terms for supporting materials found in your textbook, chapter 5** (such as statistics, testimony, examples, etc.)
- Be typed, double-spaced, using 10-12-pt. font.
- Use correct spelling and grammar.
- Organize your sources alphabetically by last name. Organize your bibliography as Source-Annotation, Source-Annotation.

Cornell University has an excellent resource to help you with this assignment, at <http://olinuris.library.cornell.edu/ref/research/skill28.htm>.

Here's an example of one source and annotation. Each correct/complete source-annotation combination will earn 1 point.

Topic: Archeologist

★Maier, Thomas. (1995, March 5). Archeology goes high tech; Forget archeological digs; today's techniques leave every stone unturned. *The Montreal Gazette*. Retrieved from www.lexisnexis.com.

This is a news article written for a Canadian newspaper in 1995. It discusses how changes in archaeological techniques and technology are revolutionizing the way archeologists investigate sites and artifacts. It specifically mentions ground penetrating radar, DNA, and images by space shuttles as means for archeological research that create minimal disturbance to a site. The author also cites high profile **examples** in which these technological advances have been applied, such as the discovery of the lost city of Ubar (discovered through radar imaging by a NASA space shuttle). The article relies on multiple **testimonies** by anthropologists, archeologists and historians. As a news article, it appears to be a credible and objective source; the research done by the author is well referenced and of good quality, though for research about technology it might be a little outdated at 16 years old.

Special Occasion Speech Options for the Theater FIG (10 pts, 10% of final grade):

No matter what we study in college or what job we hold after college, one kind of speech that nearly everyone will have at least the chance to give during the course of their lives is a eulogy. For that reason, everyone in class will be giving a commemorative speech – either in the form of a eulogy or an awards-style presentation. To keep things from getting too maudlin or emotional in the classroom, however, everyone will be giving these speeches on behalf of fictional characters. As with the other major speeches, though, the special occasion speech has been tailored slightly to the particular interest areas of each discipline-specific group registered for this course.



You have been asked to give the eulogy for a deceased colleague, or to present a Commendation of Admirable Service to a successful one. Select one of the fictional performers listed below and using character bios on network websites, Wikipedia entries, fan pages, imdb.com, YouTube, Hulu, etcetera, construct a eulogy that both commemorates the life of the person and comforts his/her survivors. For this speech, you will assume that the person really existed and that the audience of mourners/well-wishers are his/her family, friends, and coworkers within the television show.

1. Norma Desmond, *Sunset Boulevard*
2. Satine, *Moulin Rouge*
3. Ali, *Burlesque*
4. Nina Sayers, *Black Swan*
5. Victoria Chase, *Hot in Cleveland*
6. Ann Marie, *That Girl*
7. Troy McClure, *The Simpsons*
8. Rainier Wolfcastle, *The Simpsons*
9. Bobby Wheeler, *Taxi*
10. Sam Weber, *The Big Chill*
11. Anna Scott, *Notting Hill*
12. Neville Sinclair, *The Rocketeer*
13. Jake Ryan, *Hannah Montana*
14. Miley Stewart, *Hannah Montana*
15. Ruth, *V for Vendetta*

Your speech must be 4-6 minutes in length.

You have the option on this speech of delivering it extemporaneously or from a manuscript.

Informative Speech Options for the Theater FIG (20 pts, 20% of final grade):

Recognizing the multiple career goals students in the dance and drama FIG have, there are several options available to you for you the Informative Speech Assignment. Select ONE (1) of the following choices for your speech.

 You are directing a classic play or well-known dance, and have decided to take it in creative new directions (like setting *Romeo & Juliet* in a futuristic underground/sewer civilization, in which the characters are clothed in trash bags and fight with lead pipes rather than swords or switching the genders in *Who's Afraid of Virginia Wolfe?*). Your cast and crew doesn't understand what's going on, so you need to give an informative presentation explaining your revisions. The speech needs to include information for everyone involved with the production, demonstrate knowledge of the performance and its traditional staging, and provide examples of your inspiration as found in literature, mythology, art, culture, politics, psychology, etcetera.

 A classic genre of the informative speech is the "how to" speech, or demonstrative presentation. Theater is all about *demonstrating* things, people, ideas, and emotions. So, with that in mind, you will give a demonstrative presentation – a "how to" speech – on one of the following topics:

- A dance step
- Stage makeup
- Stage lighting
- Set-design
- Blocking
- Costuming/costume-design

A demonstrative speech is one about the process. You may be teaching your audience a process of something they can potentially do after the speech (like dance) or you may be informing them about a process for improved understanding (like theatrical lighting).

No matter which option you select, your speech needs to be 8-12 minutes in length, delivered extemporaneously.

Persuasive Speech Options for the Theater FIG (20 pts, 20% of final grade):

Recognizing the multiple career goals students in the dance and drama FIG have, there are several options available to you for you the Persuasive Speech Assignment. Select ONE (1) of the following choices for your speech.

 Select any play, musical, opera, or ballet that you would like to produce. Using the list provided at http://www.wgc.ca/resources/development_funding_guide.html, identify a funding organization from which you would seek financial support for the production. Craft a persuasive speech to that group about why it should fund your project. Remember to include reasons that demonstrate a benefit not only to your goals, but also to theirs.

 Select any role from any production of play, musical, opera, or ballet. Explain why you are perfectly suited for that role. Your evidence (research) should include testimony from people who know you; background information about the production, the character, knowledge other people who have played the role; the author; examples of your accomplishments and/or experiences; and/or knowledge of casting trends and industry preferences.

No matter which option you select, your speech needs to be 8-12 minutes in length, delivered extemporaneously.

A Word about Speech Grades

The grading rubrics for each speech assignment are provided on the following pages for your use in planning and preparing your speeches. You should use them as self-checklists. (For example, "Did I remember to explain what my interest and/or knowledge of the topic is in the introduction to my speech? If not, I'd better fix that...")

You might listen to a professor or a politician or some other speaker – one that you think is really quite good – and find that s/he does not do everything in the speech/presentation that you are expected to do on these assignments. You might wonder, then, why you have to do all these things in order to earn a good grade. Here's why:

This course is, as the title says, about the "basic principles" of public speaking. It's about the rules, the foundations. The philosophy behind this class is to make sure you know and can execute the basics. Outside of this class, you are then equipped, and welcome, to play around with that structure as much you like.

It's kind of like having to learn $2+2=4$ before you learn

$$\frac{-2 \pm \sqrt{2^2 - 4(1)(1)}}{2(1)}$$
$$\downarrow$$
$$\frac{-2 \pm \sqrt{4-4}}{2}$$
$$\downarrow$$
$$\frac{-2 \pm \sqrt{0}}{2} \rightarrow \frac{-2}{2} \rightarrow -1$$

"Free verse" poems were created as a counter to formal metered patterns. Postmodernist philosophy grew out of a rejection of objectivity. Musical improvisation is only possible from an understanding of chords, harmony and dissonance.

In other words, you are expected to demonstrate knowledge and application of public speaking fundamentals before you start breaking the rules.

Speech Rubrics – for reference in preparing speeches

INFORMATIVE & PERSUASIVE SPEECH RUBRIC: 20 POINTS TOTAL, WITH POSSIBLE 21

NAME _____	NO = 0	'SORTA' = ½	YES = 1
Did I tell the audience the specific purpose of the speech?	NO	'SORTA'	YES
Did I connect to the audience or raise interest ?	NO	'SORTA'	YES
Did I preview the main points of the speech?	NO	'SORTA'	YES
Did I introduce myself & reveal credibility for the speech?	NO	'SORTA'	YES
Did I use a particular and appropriate organizational pattern with connectives ?	NO	'SORTA'	YES
Did I use oral style with sensory language &/or rhetorical devices ?	NO	'SORTA'	YES
Did I use 2-4 quality sources of supporting material ?	NO	'SORTA'	YES
Did I use oral footnotes , & give names/authors of sources in the speech?	NO	'SORTA'	YES
Did I use info/arguments that were relevant & appropriate to my audience ?	NO	'SORTA'	YES
Did I deliver the speech extemporaneously ?	NO	'SORTA'	YES
Did I speak loudly enough to be easily heard by everyone?	NO	'SORTA'	YES
Did I speak slowly & clearly enough for everyone to easily follow along?	NO	'SORTA'	YES
Did I demonstrate vocal variety & a conversational quality to my voice?	NO	'SORTA'	YES
Did I use gestures while speaking?	NO	'SORTA'	YES
Did I make sustained eye contact while speaking?	NO	'SORTA'	YES
Did I avoid using too many distracting habits ?	NO	'SORTA'	YES
Did I give the audience a cue that the speech was coming to an end?	NO	'SORTA'	YES
Did I restate what the specific purpose of the speech was?	NO	'SORTA'	YES
Did I recap the main points of the speech & avoid introducing new ones?	NO	'SORTA'	YES
Did I end the speech with an appropriate statement/sentiment ?	NO	'SORTA'	YES
Did my speech meet the time requirements of the assignment?	NO	'SORTA'	YES
BONUS			
If I used a presentation aid , was it useful & handled well?	NO	'SORTA'	YES/NA

SPECIAL OCCASION SPEECH: 10 POINTS TOTAL, WITH POSSIBLE 13

NAME _____	NO = 0	'SORTA' = ½	YES = 1
Did I introduce myself, relate to the audience, & indicate the speech purpose ?	NO	'SORTA'	YES
Did I use a particular and appropriate organizational pattern with connectives ?	NO	'SORTA'	YES
Did I use oral style with sensory language &/or rhetorical devices ?	NO	'SORTA'	YES
Did I use enough information that was appropriate to the audience & setting?	NO	'SORTA'	YES
Did I speak loudly & slowly enough to be easily understood?	NO	'SORTA'	YES
Did I demonstrate vocal variety & a conversational quality to my voice?	NO	'SORTA'	YES
Did I use gestures while speaking?	NO	'SORTA'	YES
Did I make sustained eye contact while speaking?	NO	'SORTA'	YES
Did I give the audience a cue that the speech was coming to an end?	NO	'SORTA'	YES
Did I end the speech with an appropriate statement/sentiment ?	NO	'SORTA'	YES
BONUS			
Did I deliver the speech extemporaneously?	NO	'SORTA'	YES
Did I avoid using too many distracting habits?	NO	'SORTA'	YES
Did my speech meet the time requirements of the assignment?	NO	'SORTA'	YES