

COM210 Fundamentals of Public Speaking, Fall 2017

Instructor Contact:

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

Office: Cornish D109

Office Hours: M/W/F 9:15-10:10am & 2:45-3:30pm

Email: christina.knopf@cortland.edu Phone: TBA

Facebook: www.facebook.com/profknopf

Class Meetings:

Section 008: M/W/F 12:40-1:30

Section 009: M/W/F 1:50-2:40

Course Description:

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

Course Topics:

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

Learning Outcomes:

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

Required Text(s):

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

Assignments/Grade Distribution:

First Half:

5 points- Introductory Speech (Presentation only)

15 points- Informative Speech (Presentation 10pts, Outline 5pts)

10 points- Midterm Exam, multiple choice on readings and lectures

15 points- Speech Analysis

Second Half:

5 points- Impromptu Speech (Presentation only)

15 points- Demonstrative Speech (Presentation 10pts, Outline 5pts)

15 points- Persuasive Speech (Presentation 10pts, Outline 5pts)

10 points- Final Exam - cumulative, multiple choice on readings & lectures

Throughout the Semester:

10 points- Class Participation (Express Yourself ice-breaker, Long Story Short impromptu summaries, As Seen on TV persuasive practice, language worksheet on Blackboard, persuasive worksheet on Blackboard, pop quizzes, attendance)

Grading Breakdown:

98-100 pts = A+ 92-97 pts = A 90-91 pts = A-
88-89 pts = B+ 82-87 pts = B 80-81 pts = B-
78-79 pts = C+ 72-77 pts = C 70-71 pts = C-
68-69 pts = D+ 62-67 pts = D 60-61 pts = D- 0-59 pts = E

Extra Credit:

+5 points for perfect attendance
+5 points for no missed or late work
+5 points for C or better on all pop quizzes
+2 points for each item of written work submitted early

Grade Questions & Grievances:

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

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

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

Attendance:

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

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

If you arrive after roll is taken, you are considered late. If you leave before class is dismissed, you are considered late. Attendance and timeliness will be considered as part of your participation grade. More than 3 undocumented absences or 5 latenesses will have an adverse effect on your participation grade (because you can't participate if you're not in class).

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

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

Absences for any reason at any time are not excuses for missed or late work. Assignments are all scheduled on the included course calendar so you know what is due and when. Deadlines are a fact of all aspects of life, from careers to credit cards. Late work is not acceptable. If you cannot physically be in class when written work is due, it should be submitted to the instructor via email by the time class starts (if you do not have a copy of the work on computer file, send a photograph or scan of it). Late work will be docked 5% for being turned in after the class in which it is due, and 10% per full day it is late.

Academic Integrity:

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

Accommodation of Disabilities:

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

Mental and Emotional Wellbeing:

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

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

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

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

Physical Wellbeing:

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

Etiquette:

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

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

We will not attend class under the influence of alcohol or other recreational substances. We will also minimize distractions such as late arrivals, early departures, food, drink, bathroom breaks, extraneous conversation, and packing up early before

class is over; these not only break our own concentration but also disrupt those around us.

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

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

Assignment Details:

All written work should be typed, double-spaced, with one-inch margins using Times New Roman or another similar serif font (such as Garamond or Courier) in black ink. Improper formatting will result in the loss of 5 points. Papers should be written with a professional tone, using full sentences, proper punctuation, and correct spelling. An average of more than 3 spelling/punctuation errors per page will result in the loss of 5 points. Any time outside sources (information, ideas, and/or words that comes from someplace other than your own brain) are used, they should be cited using the format of the APA. If you need help with APA style, visit <https://owl.english.purdue.edu/owl/resource/560/01/>, talk to your instructor, or confer with a librarian.

Your **speech of introduction** will be about the topic you know best - you! For this first speech, you will start thinking about how to narrow topics, focus ideas, and provide detail for just a few main points. You aren't telling us your life story, and we want to learn something more interesting than your “stats” (like class year, major, hometown). Pick one feature of your life: a defining moment, an important person, a particular hobby or skill, a favorite quote or song, your most embarrassing moment, a favorite place, your summer vacation, the Netflix show you're obsessed with... and use that single idea to reveal something about you. Why do you like that song - what about it speaks to you, why, how does it relate to your life? What does your favorite Netflix show say about you - do you identify with the characters, is watching it a social event, do you watch as it goes or do you binge and why? Etcetera, etcetera. The speeches of introduction should be 2-3 minutes each. Five points will be deducted for every minute below the minimum a speech is. Speeches that exceed the maximum by more than 1 minute will be stopped short and graded on only the completed portion.

Your **informative speech** will be a look at your hometown (if you've moved around a lot, choose the place that you most think of as home, the place where you were born, the place you lived the longest, or the place you lived most recently). Like your speech of introduction, you should think about focusing on a particular aspect (history, tourism, industry, particular events or places) and developing it in some depth. The challenge here is that many of us spend the first quarter of our lives, or more, thinking that our hometown is dull and uninteresting - and you need to show us that it has something interesting about it!

This speech should rely on a minimum of 4 outside sources, orally cited throughout the speech, including at least one interview with a resident and at least one published (digital or print) source.

You should also begin to think about making connections to your audience (for example: How does your town compare/contrast to the Cortland area, to New York State, or to other places? Is the town known for something with which people are familiar? Does it offer employment, tourist options, or something else with which college students would be interested?)

The informative speeches should be 4-5 minutes long. Five points will be deducted for every minute below the minimum a speech is. Speeches that exceed the maximum by more than 1 minute will be stopped short and graded on only the completed portion.

Your **demonstrative speech** will use audio-visual/presentation aids to show and teach us something, like a skill or a concept. It should be something that most people won't know about, or a new approach to something people do know. Your speech introduction should make an effort to connect your topic with the audience - why is the skill or concept important to understand, how can the audience benefit from it. This is likely to be a process speech, so it won't have the standard 2-5 main points of most other speeches but should still be clearly organized.

You need to bring in at least one outside source, with oral citation, as part of the speech; this can be used to add color, to help demonstrate audience relevance, or to augment your own knowledge of the topic. (For example, a demonstration of how to properly fold a fitted sheet could open with "According to a video on the *Better Homes & Gardens* website bhg.com, 'There are 2 camps of fitted sheets; people who kind of wad them up and cram them in their closet, and people who actually fold them.' Wadding them might be faster and easier, but folding them saves space - and if you're living in a dorm room or student apartment, you can always use more space.")

The demonstrative speeches should be 4-5 minutes long. Five points will be deducted for every minute below the minimum a speech is. Speeches that exceed the maximum by more than 1 minute will be stopped short and graded on only the completed portion.

Your **persuasive speech** will focus on a practice, policy, or condition on campus or in the Cortland community that you would like to see changed (like the parking situation), with a focus on what your fellow students can do to help make change possible. This involves researching the situation: what's the concern, why is it a concern, why does the current situation exist. And it involves researching the solution: what are the problems or obstacles to change, what options are available for change, what one(s) is preferable, what one(s) is viable. And it involves researching the stakeholders: who is involved, who is impacted, what are their concerns.

This speech should rely on a minimum of 5 sources, including 1 interview or publication (digital or print) with an "authority" connected to the issue to better understand their perspective, 1 interview with an audience member to better understand potential resistance to your proposal.

Monroe's Motivated Sequence is strongly suggested for the speech, though problem-solution, causal, and elimination/refutation of alternatives may also work effectively.

The persuasive speeches should be 4-5 minutes long. Five points will be deducted for every minute below the minimum a speech is. Speeches that exceed the maximum by more than 1 minute will be stopped short and graded on only the completed portion.

Prior to presenting the informative, demonstrative, and persuasive speeches, you will submit a completed **preparation outline**. If your outline isn't submitted in advance, you will not be able to present your speech. The outlines should follow the guidelines provided in chapter 3 (described on pages 32-33 and modeled on pages 34-35) and include a full bibliography, using APA style.

All speeches will be delivered extemporaneously. Your speaking outline, or speaking notes, will not necessarily be the same as your preparation outline. You can use whatever format of notes is comfortable for you, as long as they depend on key words and phrases with very few full sentences.

To help you prepare for your speeches, non-graded, mandatory practice time is built into the course through **gallery rehearsals**. Prior to delivering each speech for a grade, you will deliver a full run through to get some practice and feedback. Every student will be expected to have a complete draft of their speech prepared one week in advance of the formal presentations. During class, students will deliver their speeches a few times each for small, rotating, groups. Both speakers and audiences are necessary for this activity, so attendance is particularly expected on gallery days. Any scheduling conflicts should be discussed in advance. Gallery rehearsals are part of your **participation** grade.

The **speech analysis** must be done on a live speech delivered during the first half of the semester; it is preferable that it be a speech or special lecture you can attend in person on campus or in your community, but if scheduling doesn't allow this a live speech you can watch via mass media (such as a presidential address) is also acceptable. It needs to answer the following questions and be written in narrative form with full sentences and paragraphs:

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

There is no required page length or word count, just an expectation that all questions are addressed.

All aspects of the course will work best if you do **the readings** when assigned. Lectures and class activities will be more meaningful to you; class discussions will be more robust and interactive; assignments will be easier to complete; your success will be promoted. It is easy to procrastinate on, and even ignore, reading off because the time and effort it takes doesn't have a visible result. To encourage you to keep up on the readings, part of your **participation** grade will be based on **pop quizzes** about the assigned reading. These quizzes can take any form - multiple choice, true/false, short answer, fill-in-the-blanks... so be prepared.

Exams will be multiple-choice, potentially including matching and true/false questions. The midterm will be approximately 25 questions, and the cumulative final will be approximately 50 questions.

Pop quizzes and exams are part of this course work because psychological research on the science of successful learning has demonstrated that the act of preparing for a test and actually taking the test and retrieving information is a great boost to memory. Exams are not just an instrument to measure learning, they are also an instrument that aids learning. Exams are a clinically proven way to help students keep up with classwork - they encourage attendance, preparation and review in ways that less traditional or structured means don't, and the use of frequent quizzes or tests is likely to promote regular, moderate, work, whereas a few larger assignments tend to produce short bursts of cramming, often at the last minute.

COM210 Fundamentals of Public Speaking. Assignments are underlined & noted on day due

	<u>Monday</u>	<u>Wednesday</u>	<u>Friday</u>
Wk1	8/28: Course intro & overview	8/30: Comm Apprehension <u>Read- ch.1-2</u>	9/1: Special occasion practice <u>Read- ch. 14 & 18</u>
Wk2	9/4: <i>Labor Day</i> No class	9/6: <u>Speeches of Introduction</u>	9/8: <u>Speeches of Introduction</u>
Wk3	9/11: Audience adaptation <u>Read- ch. 4 & 6</u>	9/13: Informative speaking <u>Read- ch 7 & 15</u>	9/15: Doing & using research <u>Read- ch 8-9</u>
Wk4	9/18: Speech structure <u>Read ch 10-11 & 3 (thru p. 36)</u>	9/20: Language use <u>Read-ch. 13</u>	9/22: Speech help
Wk5	9/25: <u>Informative prep outlines</u>	9/27: Gallery rehearsal	9/29: Gallery rehearsal
Wk6	10/2: <u>Informative Speeches</u>	10/4: <u>Informative Speeches</u>	10/6: <u>Informative Speeches</u>
Wk7	10/9: Midterm review	10/11: <u>Midterm Exam</u>	10/13: <u>Speech Analysis Due</u>
Wk8	10/16: <i>Fall Break</i> No class	10/18: <u>Impromptu Speeches</u>	10/20: <u>Impromptu Speeches</u>
Wk9	10/23: Presentation aids <u>Read- ch. 12</u>	10/25: Listening <u>Read- ch. 5</u>	10/27: Speech help
Wk10	10/30: <u>Demonstrative prep outlines</u>	11/1: Gallery rehearsals	11/3: Gallery rehearsal
Wk11	11/6: <u>Demonstrative Speeches</u>	11/8: <u>Demonstrative Speeches</u>	11/10: <u>Demonstrative Speeches</u>
Wk12	11/13: Persuasive speaking <u>Read-ch. 16</u>	11/15: <i>NCA - prof away</i> Class on Blackboard- Language & culture worksheet (must be completed during regular class time)	11/17: <i>NCA - prof away</i> Class on Blackboard- Persuasive speech analysis worksheet (must be completed during regular class time)
Wk13	11/20: Persuasion <u>Read- ch. 17</u>	11/22: <i>Thanksgiving Break</i> No class	11/24: <i>Thanksgiving Break</i> No class
Wk14	11/27: <u>Persuasive prep outlines</u>	11/29: Gallery rehearsals	12/1: Gallery rehearsal
Wk15	12/4: <u>Persuasive Speeches</u>	12/6: <u>Persuasive Speeches</u>	12/8: <u>Persuasive Speeches</u>
Finals	12/14, 11am-1pm: <u>Final Exam for 12:40 section</u>	12/15, 11am-1pm: <u>Final Exam for 1:50 section</u>	

ADDENDUM: Materials to Assist with Speech Preparation

Introductory Speech Rubric

The delivery is extemporaneous -- natural, confident, and enhances the message, with limited use of nonfluencies/fillers.				
1	2	3	4	5
Posture, eye contact, smooth gestures, facial expressions, volume, pace, etc. indicate confidence, a commitment to the topic, and a willingness to communicate.				
1	2	3	4	5
Delivery style and clothing choices suggest an awareness of expectations and norms.				
1	2	3	4	5
Articulation and pronunciation are clear.				
1	2	3	4	5
All audience members can hear the presentation.				
1	2	3	4	5

Informative Speech Rubric

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

Demonstrative Speech Rubric

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

Persuasive Speech Rubric

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