

COMM106: Basic Principles of Speech with Dr. Knopf ("Dr. K")

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, identifying appropriate audiences for each (to simulate "real world" speaking situations) and 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 5 sources (no encyclopedias) and at least 2 of these sources must be found through the Crumb Library. You will also complete a number of Information Literacy tutorials through Blackboard, hosted by library faculty.

Materials Needed

- Public Speaking for College & Career, 9th ed. By: Hamilton Gregory. McGraw-Hill 2010. 978-0-07-7394066-7
- Computer access for the course Blackboard & ILT Blackboard

Assignments/Grading:

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

- Chapter Homework = 19 points (1 point each)
- Information Lit Tutorials = 4 points (½ point each)
- Annotated Bibliography = 5 points
- Vocabulary quizzes = 15 points (5 points each)
- Speech of Introduction = 3 points
- Group Presentation = 5 points
- Informative Speech = 13 points
- Special Occasion Speech = 11 points
- Persuasive Speech = 25 points

The complete Syllabus with all course policies, and an Assignment Packet with full assignment descriptions are available for download on Blackboard.

Course Calendar

Due dates will never change without prior discussion notice. Work due not indicated here will never be added. **Full assignment instructions are found in the Assignment Packet & support materials are on Blackboard.**

Date	Reading Due	Homework Due	Tentative In-Class Activity
Tu, 8/31			<i>Everybody Loves Raymond</i>
Th, 9/2	Ch. 2 & Ch. 14	Ch.2 Critical Thinking #2 (submit answer on Bb) & Ch.14 Critical Thinking #2 (submit answer on Bb)	Express Yourself Game
Th, 9/7		Speech of Introduction (see Assignment Packet)	Speeches
Th, 9/9	Ch. 19	Ch.19 Critical Thinking #1 & ILT(Info Lit Tutorial)a: Web vs. Library (print & hand-in results page)	
Tu, 9/14	Ch. 1	Ch.1 Teamwork Skills #2	NO CLASS MEETING *Work on Group Speech*
Th, 9/16	Ch. 3	Ch.3 Critical Thinking #2	NO CLASS MEETING *Work on Group Speech*
Tu, 9/21	Ch. 9	Ch.9 Critical Thinking #2 & IL Tb: Appropriate Search Tool	
Th, 9/23		Group Presentation	Speeches
Tu, 9/28	Ch. 4 & Ch. 5	Ch.4 Critical Thinking #1 & Ch.5 Critical Thinking #2	
Th, 9/30	Ch. 6 & Ch. 7	Ch.6 Critical Thinking #1 & Ch.7 Teamwork Skills #1	QUIZ (ch 1-5, 9, 14, 19)
Tu, 10/5	Ch. 8	Ch.8 Critical Thinking #2 & ILTc: Developing a Search Vocabulary	
Th, 10/7	Ch. 12 & Ch. 15	Ch.12 Critical Thinking #1 & Ch.15 Teamwork Skills #2 & <i>Annotated Bibliography</i>	
Tu, 10/12			FALL RECESS
Th, 10/14		Informative Speech (<i>everyone</i> must submit an outline)	Speeches
Tu, 10/19		Informative Speech	Speeches
Tu, 10/21		Informative Speech	Speeches
Tu, 10/26	Ch. 10	Ch.10 Teamwork Skills #1 & ILTd: What Are You Getting?	
Th, 10/28	Ch. 11	Ch.11 Critical Thinking #1	
Tu, 11/2	Ch. 13	Ch.13 Critical Thinking #1	
Th, 11/4	Ch. 18	Ch.18 Critical Thinking #2 & ILTe: Crafting a Research Question	QUIZ (ch 6-8, 10-13, 15) <i>Everybody Loves Raymond</i>
Tu, 11/9		Special Occasion Speech (<i>everyone's</i> outlines)	Speeches
Th, 11/11		Special Occasion Speech	Speeches
Tu, 11/16			NO CLASS MEETING (Dr. K. @ conference)
Th, 11/18	Ch. 16 & Ch. 17	Ch.16 Critical Thinking #1 & Ch.17 Teamwork Skills #2 & IL Tf: Format vs. Information	Audience analysis surveys
Tu, 11/23			<i>The Persuaders</i>
Th, 11/25			U.S. THANKSGIVING
Tu, 11/30		ILTg: Finding Something	In-class workshop
Th, 12/2		Persuasive Speech (<i>everyone's</i> outlines)	Speeches
Tu, 12/7		Persuasive Speech	Speeches
Th, 12/9		Persuasive Speech	Speeches
FINALS WEEK	Date/time TBA	ILTh: Plagiarism	QUIZ (ch 16-18) Extra Credit activity

Grading

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

- Chapter Homework = 19 points (1 point each)
- Information Lit Tutorials = 4 points (½ point each)
- Annotated Bibliography = 5 points
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- Speech of Introduction = 3 points
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Full assignment descriptions, instructions, explanations, and grading procedures are found in the accompanying "Assignments Packet" available on Blackboard under the Syllabus menu option.

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.

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. If you wake up sick when something is due, please email it by class time.* 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. Also you can earn 2 extra points, added to your overall course grade by printing, truthfully filling out the statement at the end of this document, and giving it to Dr. K.

**** 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 a 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

There is no set number of "allowable" absences, but regular, timely, attendance is expected. *In-class work and assignments that are missed during an absence cannot be made up*, except in extreme circumstances with documentation.* Reasonable effort at providing advance notice of such instances is expected.

Arriving late and leaving early on a regular basis will be counter-productive because you are likely to miss a lot of information and numerous important announcements.

Consecutive absences of one week or more, without notice from you, can result in a failure. In the case of prolonged absences from class of one week or more, you must notify me immediately in order to make arrangements.

Attendance is expected during Finals Week, so make your travel arrangements accordingly.

Classroom Behavior

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.

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.

* Extreme circumstances are things like college sanctioned events, hospitalization, serious illness, religious observances, or death in the immediate family. They do not include optional events like hangovers, vacations, weddings, births of children other than your own, and various appointments; manageable events like roommate disputes and romantic troubles; or events that can be planned for like funerals, exams and papers in other classes, and work conflicts. Documentation must come from official sources like coaches, doctors, lawyers, or clergy - not notes from your parents or roommates.

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I, _____, have read the entire syllabus for COMM106 with Dr. Knopf, have
[printed name]
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

Assignment Packet
COMM106
Dr. Knopf

This document contains complete descriptions and requirements for each and every assignment in this class, including grading.

Though we will discuss most assignments in class, you are responsible for being familiar with the information contained in these pages. If you do not pay attention to the details provided here, and as a result do not complete an assignment accordingly, your grade will be negatively affected, with only yourself to blame.

That said, I am always more than happy to answer questions, clarify things, or to help in any way I can with your work on these assignments – as long as you take the time to review the information I've provided here first.

Thanks!

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- Computer access for the course Blackboard & ILT Blackboard

FYI: This text was chosen because it is the best I have encountered at blending both college and professional public speaking situations. The price is similar to the majority of other full public speaking textbooks on the market, and though costly is cheaper than many of them.

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Tu, 11/16			NO CLASS MEETING (Dr. K. @ conference)
Th, 11/18	Ch. 16 & Ch. 17	Ch.16 Critical Thinking #1 & Ch.17 Teamwork Skills #2 & ILTf: Format vs. Information	Audience analysis surveys
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Th, 11/25			U.S. THANKSGIVING
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Chapter Questions

Worth 19 points, 1 each

Due for each chapter as indicated on the calendar

For every chapter in the text you are assigned one question at the end of the chapter to answer. These questions have been carefully selected from either the "Critical Thinking Skills" or the "Teamwork Skills" sections. (Please note, even though Teamwork Skills questions in the text direct you to work in a group, you will answer these questions in writing on your own.)

Learning Goals of chapter questions:

- **Encourage you to keep up with the course reading, which will make class time more useful & productive**
- Allow you to apply the information from the textbook
- Improve skills important to public speaking in a low-stress way
- Provide you with an opportunity to earn 20% of your course grade in a way that does not require you to speak in front of people

You will submit your chapter answers electronically through the course Blackboard.

Go to the "HW Submission" menu option.

Find the link that coordinates with the chapter that is due.

Enter your answer.

- ✘ Homework must be submitted by class time in order to receive credit, regardless of whether you are in class or not.
- ✘ Due dates for each chapter are indicated on the course schedule and on the submission forms in Blackboard.

Technical difficulties are never an excuse for not completing your homework on time!

Troubleshooting:

--Though not required, it is recommended that you type your answer into a word document, then copy & paste it into the Blackboard form. That way, if Blackboard glitches, you won't lose your work.

--If Blackboard is down or is not working for you when you try to submit your homework, you should email your answer(s) to me directly at knopfcm@potd.com

--If you are having Internet or computer problems, you should hand in your homework to me on paper.

Electronic submission is being used in order to reduce costs for you and for the school, to ensure against lost or forgotten work, to allow you to submit homework on time no matter where you are, and to provide you with instant feedback.

Credit is given for punctual submission and a *complete*, thoughtful answer. (Answers do not necessarily have to be correct to receive full credit, they just need to show effort & some evidence of having read the chapter.) **** Late or incomplete work will not receive credit!**

Note: We aren't reading the chapters in chronological order, so pay close attention to what's due. I've selected an order that I think is most effective for the class; I apologize for any frustration or confusion this may cause.



Instructions can also be found on the course Blackboard.

Information Literacy Tutorials

Worth 4 points, ½ each

Due as indicated on calendar

All FS (First-Year Speaking) General Education classes must complete several information literacy assignments, including a series of eight tutorials, hosted by Crumb Library through Blackboard.

Goal of the Info Lit Tutorial assignment:

- **Improve research skills that will help you collect and manage supporting materials for your speeches**

You will complete each of the following tutorials and hand in a printed copy of the results (grade) page of the quiz for each of the following:

- a) The Web vs. "Library" databases or, Unorganized vs. Organized information {due 9/9}
- b) How to choose an appropriate search tool {due 9/21}
- c) Developing a search vocabulary from a research question {due 10/5}
- d) Database Results lists: What are you getting? {due 10/26}
- e) Crafting a research question from a topic {due 11/4}
- f) Format vs. Information Type {due 11/18}
- g) Finding something on the shelf {due 11/30}
- h) Plagiarism and Ethics of Information Use {due finals week}

NOTE: There are more Info Lit Tutorials on Bb than you have to do. *Pay attention to the titles above.*

Directions for accessing and completing the tutorials:

Enrolling in the Blackboard course called "Information Literacy Tutorials (IL-LC)."

1. When you log into Blackboard, click on the "My Courses" tab at the top of the screen.
2. Now, do a search for "Information Literacy."
3. Scroll down until you see the search results. One of them is "Information Literacy Tutorials."
4. To the right of the course listing is a button that says "ENROLL." Click on it.
5. On the next page that appears, click "Submit."
6. You will now be taken to the Information Literacy Tutorials course Blackboard. If you wish to work on the tutorials immediately, continue to the next set of directions. If you wish to return to the tutorials at a later time, you can access them simply by logging into Blackboard. The next time you visit Blackboard, you will see the Tutorials listed with all the other Bb courses, like this one, in which you are enrolled.

Completing the Tutorials

1. For each of the required tutorials listed above, you should read the provided materials, accessible under the "Tutorials– PDF version" menu option.
2. When you're ready, complete the quiz for each of the required tutorials, available under the "Tutorials– Quiz" menu option. (Each quiz is about 5 questions long). **NOTE:** Once you have started a quiz, you must finish it in one sitting; you will not be able to access the quizzes a second time.
3. When you've completed a quiz, you will get a page that shows your results. **Print this page**, just as it appears on screen, and hand it in to receive credit for completing the tutorial. It shows your name, the tutorial name, when you completed it, and what your score was.
4. You should be able to print this screen by using the printer icon button on your Web browser or by using the Print option in your File menu (and the equivalent for Mac users).

If you have completed any or all of the required tutorials for another class (such as a writing course), you do not need to do them again. Just print the results page that shows you completed it, and hand in.

Each tutorial handed in on time receives ½ point. You can turn in tutorials early, but not late.



Additional resources can be found on the course Blackboard.

Annotated Bibliography

Worth 5 points

Due October 7

All FS (First-Year Speaking) General Education classes must complete several information literacy assignments, including an annotated bibliography.

Goals of the annotated bibliography assignment:

- Conduct research, in a timely manner, for use in your informative speech
- Improve your ability to evaluate the quality and usefulness of available materials
- Learn to recognize and apply different kinds of supporting materials common to speeches

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.

Your bibliography for this assignment must:

- Include no fewer than five sources.
- Two sources must be from the SUNY Potsdam Libraries.
- Encyclopedias, including Wikipedia, will not count as a source.
- Use sources relevant for your informative speech about your topic. (Note: Not all sources in the bibliography have to be included in the speech. Also, sources not featured in the bibliography may be used for the speech.)
- Be cited in MLA or APA format (Crumb offers online resources to help with this or you can refer to *page 114 in your textbook*)
- Have 1-2 paragraph annotations for each source that
 - ◊ describes the source – what it is (book, website, etc.), who created it, how long it is, & what it contains –
 - ◊ AND
 - ◊ explains why the source is valuable in relation to the topic.

Each source provided should have an annotation that BOTH describes and critiques the source.

 - ◊ indicates what type(s) of evidence the source can provide for your speech **using the language for evidence found in your textbook, chapter 8** (statistics, testimony, examples, etc.)
- Be typed using 10-12-pt. font. It will double-spaced.
- Use correct spelling and grammar. An average of more than two errors per page will negatively impact your grade.
- Use Standard American English conventions of language use. Basically, that means write like someone who is educated well enough to be in college. Written assignments are not text messages. If you do not write using complete words and complete sentences you will not get a passing score. If you think you could use some help with your writing I encourage you to make use of the College Writing Center.

Grading will be as follows:

1 point for each complete, correct citation & annotation.

Excessive grammatical or typographical errors (more than 10) will lower your grade.

Late submission will lower your grade.



Additional resources can be found on the course Blackboard.

Vocabulary Quizzes

Worth 15 points, 5 each

Administered as indicated on calendar

Three times during the semester you will take a 5-10 question, matching-style test on key terms from the text (see calendar for dates).

The length of the quiz depends on the number of chapters and key terms covered since the preceding quiz.

Learning Goals of vocabulary quizzes:

- **Improve overall course performance by ensuring that you become familiar with course "jargon"**
- Provide you with an opportunity to demonstrate course knowledge without having to give speeches

To prepare for these quizzes:

1. Pay attention in class. If you hear certain terms being used a lot, the chances are good that they'll show up on a quiz.
2. Read chapters carefully.
3. Note the bold-faced words, terms in the margins, and concepts explored in shaded boxes while reviewing your text.

Quizzes with 5 questions will be worth 1 point per question.

Quizzes with 10 questions will be worth ½ point per question.

Speech of Introduction

Worth 6 points

Due September 7

Learning Goals of speech of introduction assignment:

- **Begin to work on delivery skills**
- **Begin to manage nerves**
- Get to know your classmates

DELIVERY STYLE: Manuscript

LENGTH: 2-3 minutes

A speech of introduction is technically a type of special occasion speech (which you will learn about in chapter 18).

For this assignment you will introduce yourself to the class with a brief speech. Obviously, you can't tell your entire life story in 3 minutes, so you should focus on a particular aspect of yourself or your life. Don't just provide your "stats" (name, age, major, and interests). We can read those on Facebook. Take the time to actually explain something about yourself, such as your goals or dreams, or your hobbies, or a life-changing moment, or a funny thing that happened to, or even how you spent your summer vacation. Other ideas include:

- 2-3 aspects of your culture.
- Bring in an object that best represents you and give 2-3 reasons why this object represents you.
- 2-3 values you hold.
- A story about yourself that reveals an important aspect of your life or your personality.
- A description of something about you that reveals an important aspect of your life or personality.

This speech is an informative speech about YOU. Your speech will provide us with an opportunity to learn more about you.

To make it more interesting and to begin to incorporate research into a speech, consider interviewing a friend or family member who knows you well & incorporate what they have to say about you.

Because this speech is about something you are really familiar with (yourself) you can focus on your delivery and getting comfortable in front of an audience.



Additional resources can be found on the course Blackboard.



Refer to your textbook for more information about this speech type.

SPEECH OF INTRODUCTION

NAME _____

NO = 0 'SORTA' = 1/2 YES = 1

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

 COMMENTS:

Group Presentation

Worth 5 points

Due September 23

Learning Goals of group presentation assignment:

- **Improve coordination in multi-person presentations, a common format in many scenarios**
- **Work on small group communication skills, important to the workforce**
- Continue to improve delivery skills
- Continue to better manage nerves

DELIVERY STYLE: Manuscript
LENGTH: 6-8 minutes

No matter where you work, in the professional world you may often find yourself in the position of having to give presentations as part of a group, and you will definitely find yourself in the position of having to work with other people. This assignment helps you learn and refine the skills needed for each situation.

For this assignment, you will work in groups of no fewer than 3 and no more than 4 people to deliver a short group presentation.

The topic can be anything you want it to be. Depending on who makes up your group, possibilities include:

- Your major.
- Your friendship.
- Dorm life.
- Campus food.
- The Potsdam bar scene
- Local music.
- Things to do in Potsdam.

Your target audience is your fellow classmates, so consider what they might like to hear about.

[1] The entire group should be in agreement on the topic. Everyone should feel comfortable with it and be able to contribute to it.

[2] Everyone in the group should contribute to the content of the speech.

[3] Everyone in the group should have a roughly equal portion of the presentation.

[4] Though individuals can do some of the preparation work on their own, the speech should be put together with all group members involved to ensure that it all fits together without contradiction or unnecessary duplication. (It is even advisable that the speech be written as an entire group, or edited by one person, so that it all sounds similar.)

[5] As a group, practice your speech. Pay particular attention to transitions, not only between parts of the speech, but also between speakers. Be aware of your body language and behavior while your teammates are presenting.



Additional resources can be found on the course Blackboard.

Refer to your textbook for more information about this speech type.

GROUP PRESENTATION

NAME _____

NO = 0 'SORTA' = 1/2 YES = 1

Did everyone participate?

NO 'SORTA' YES

Did the speech hold together as a cohesive whole?

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 show respect & interest to my fellow presenters?

NO 'SORTA' YES

Did I/we use a presentation aid that was useful & handled well?

NO 'SORTA' YES/NA

 COMMENTS:

Informative Speech

Worth 13 points

Due October 14

Learning Goals of informative speech assignment:

- **Learn to incorporate solid, quality research (supporting materials) into an oral presentation**
- Continue to improve your delivery skills.
- Connect speech skills to your career field, or potential field.
- Connect speech skills to the use of technology.
- Enhance your own technology literacy.

DELIVERY STYLE: Extemporaneous
 LENGTH: 7-10 minutes
 PRESENTATION AID: Required

Below is a list of technology-related topics you can choose for your speech. (If you can think of a technology-related topic not listed, please get it approved first.) Your task is to teach an audience about something related to your chosen topic.

If you are an education major, you should select a topic appropriate for the age of children you plan to teach or work with one day, and prepare your speech as if you are teaching a class of those children. Teaching youth about computer literacy and safety is an increasingly important component of many schools' curricula.

If you are a criminal justice major, you should select a topic relevant to your field (such as cybersecurity, Internet scams, online safety, Internet predators, computer-based surveillance, use of portable crime scene technology and computer programs, use of GPS, etc). Depending on the topic you choose you can present your speech as if you are training fellow law enforcement colleagues or as if you are running a civic informational meeting.

Science & math majors can identify technology resources valuable to their field. Speech majors should consider communication aspects of the technologies here. Environmental majors should focus on technology and the environment. Art and music majors should talk about design or composition programs. Psych majors should discuss resources, therapeutic uses, or psychological effects of technology. Etc.

For any of these, you can deliver your speech as if training colleagues, teaching students, or informing the general public.

To inform is to communicate knowledge. An informative speech provides an audience with new information, new insights, or new ways of thinking about a topic. Your speech might be an in-depth analysis of a complex subject; an exploration of a new policy or concept; a vivid description of a person, place, or event; or a physical demonstration of how something works.

As long as your general speech purpose is to increase the listeners' understanding and awareness, your options are nearly limitless.

--Identify Your Listeners' Information Needs: What do your listeners already know? What do they need/want to know?

--Determine Your Speech Type: *Object* (person place or thing); *Concept* (idea or belief); *Event* (historic or common); *Process* (how...)

--Choose a Strategy for Presenting Content: *Definition*: Identify the essential qualities and meaning of something.

Description: Use vivid details to help your audience form a mental picture of your topic.

Explanation: Provide reasons or causes, show relationships, & offer interpretation or analysis.

Demonstration: Physically demonstrate your topic with the use of visual aids.



Additional resources can be found on the course Blackboard.



Refer to your textbook for more information about this speech type.

Approved Technology Topics for Informative Speech

The first column provides an acceptable topic; topics not listed in that column must be cleared in advance with the professor. The following columns give some suggestions for the focus within the topic (other approaches are also acceptable).

TECHNOLOGY	HOW TO	DEFINING	ABOUT
Wikis	<ul style="list-style-type: none"> • How to create or use a Wiki 	<ul style="list-style-type: none"> • What Wikis are 	<ul style="list-style-type: none"> • Benefits & problems of Wikis • Development of • Different types
Internet Safety	<ul style="list-style-type: none"> • How to protect yourself financially • How to protect yourself physically 	<ul style="list-style-type: none"> • What "Net safety" refers to 	<ul style="list-style-type: none"> • Dangers created by the Internet • Cyber security careers • Particular crimes • Types of scams or crimes
Web 2.0		<ul style="list-style-type: none"> • What it is 	<ul style="list-style-type: none"> • Impact on society • Impact on business • Impact on government • Development of
Internet Literacy	<ul style="list-style-type: none"> • How to improve 	<ul style="list-style-type: none"> • What it is 	<ul style="list-style-type: none"> • Internet literacy programs
Second Life	<ul style="list-style-type: none"> • How to use it 	<ul style="list-style-type: none"> • What it is 	<ul style="list-style-type: none"> • Educational uses • Governmental uses • Psychological or social effects
Internet Privacy	<ul style="list-style-type: none"> • How to ensure 	<ul style="list-style-type: none"> • What "Net Privacy" means 	<ul style="list-style-type: none"> • Privacy concern • Privacy breaches • Facebook & privacy
MMORPG	<ul style="list-style-type: none"> • How to get involved/play 	<ul style="list-style-type: none"> • What they are 	<ul style="list-style-type: none"> • Different games • Particular strategies or skills • Social aspects • Development of
Social Gaming	<ul style="list-style-type: none"> • How to play particular game(s) – like Farmville, Mafia Wars, etc. 	<ul style="list-style-type: none"> • What it's all about 	<ul style="list-style-type: none"> • Strategies of social games • Development/history of • Why people get addicted
Library/reference databases	<ul style="list-style-type: none"> • How to use them 	<ul style="list-style-type: none"> • What they are 	<ul style="list-style-type: none"> • How they differ from the Web • Benefits to research
Intellectual property on the Web	<ul style="list-style-type: none"> • How to avoid plagiarism • How to avoid felonies • How to protect your work 	<ul style="list-style-type: none"> • What people need to know 	<ul style="list-style-type: none"> • Penalties for violations • History of problems
Email scams	<ul style="list-style-type: none"> • How to detect • How to avoid 	<ul style="list-style-type: none"> • Different types 	
Digilante Justice		<ul style="list-style-type: none"> • What it is 	<ul style="list-style-type: none"> • Concerns about • Legalities of
Distance Learning	<ul style="list-style-type: none"> • How to teach • How to succeed in an online course 	<ul style="list-style-type: none"> • What it is 	<ul style="list-style-type: none"> • Different options available • Pedagogy of • Concerns & or benefits of
Web censorship		<ul style="list-style-type: none"> • What it is 	<ul style="list-style-type: none"> • History of • Actions for and against • Problems with • Concerns about
Presentation software (ex PowerPoint)	<ul style="list-style-type: none"> • How to use well 	<ul style="list-style-type: none"> • What options are available 	<ul style="list-style-type: none"> • Problems associated with • Benefits of
Blogging	<ul style="list-style-type: none"> • How to blog 	<ul style="list-style-type: none"> • What is a blog 	<ul style="list-style-type: none"> • Benefits or problems of blogs • Well known blogs • Social aspects of blogs
Career/discipline software/tech	<ul style="list-style-type: none"> • How to use particular technology in your field 	<ul style="list-style-type: none"> • What the tech does 	<ul style="list-style-type: none"> • How it developed • When/where it's used

INFORMATIVE SPEECH

NAME _____

NO = 0 'SORTA' = 1/2 YES = 1

Did I use enough sources of supporting material? (Look at requirements.)	NO	'SORTA'	YES
Did I use oral footnotes, & give names/authors of sources in the speech?	NO	'SORTA'	YES
Did I use quality sources? (Things other than Wikipedia & blogs.)	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
Was my presentation aid useful & handled well?	NO	'SORTA'	YES
Did my speech meet the time requirements of the assignment?	NO	'SORTA'	YES

COMMENTS:

Special Occasion Speech

Worth 11 points

Due November 9

Learning Goals of special occasion speech assignment:

- **Incorporate vivid language that helps your audience to feel something**
- Utilize an organizational pattern
- Construct a clear introduction & conclusion that fulfill all requirements
- Continue to improve your delivery skills

DELIVERY STYLE: Extemporaneous
 LENGTH: 3-6 minutes

Deliver a speech that will commemorate an important event or holiday (past or present), or that will honor a person (past or present, living or dead, real or fictional). These can be Memorial Day speeches, ribbon cutting ceremony speeches, awards speeches, eulogies, etcetera.

The goal is to reach out to the audience emotionally – getting them excited, inspiring them, comforting them, as is appropriate for the situation.

Pay particular attention to your use of language, and be sure to present a well-developed image of the person or event you are discussing.

You can have fun with this topic, but you absolutely must speak about someone or something that actually exists – that you can look up information about.

For example, you can give a eulogy for Kenny from *South Park*, but not present a phony award to your invisible friend “Zork the alien from the planet Gozer”

A special occasion speech is one that is prepared for a specific occasion & for a purpose dictated by that of that occasion. Special occasion speeches can be either informative or persuasive or, often, a mix of both. However, neither of these functions is the main goal; the underlying function of a special occasion speech is to:

- Entertain*: An amusing speech with a lighthearted focus on a specific topic
- Celebrate*: Praises the subject at hand, usually with a certain degree of ceremony
- Commemorate*: Speaker offers remembrance and tribute.
- Inspire*: Listeners expect to be motivated by examples of achievement.
- Set Social Agendas*: Group goals & values are articulated & reinforced



Additional resources can be found on the course Blackboard.

Refer to your textbook for more information about this speech type.

SPECIAL OCCASION SPEECH

NAME _____

NO = 0 'SORTA' = 1/2 YES = 1

Did I tell the audience what the <i>specific</i> purpose of the speech was?	NO	'SORTA'	YES
Did I try to raise audience interest &/or tell them how the speech relates to them?	NO	'SORTA'	YES
Did I introduce myself & reveal why I'm interested/qualified in the speech topic?	NO	'SORTA'	YES
Did I use a particular and appropriate organizational pattern?	NO	'SORTA'	YES
Did I use connectives between main points?	NO	'SORTA'	YES
Did I use oral style? (Shorter sentences, simpler words.)	NO	'SORTA'	YES
Did I use sensory language &/or rhetoric devices to make the speech interesting?	NO	'SORTA'	YES
Did I use enough supporting material	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
If I used a presentation aid, was it useful & handled well?	NO	'SORTA'	YES/NA
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?	NO	'SORTA'	YES
Did my speech meet the time requirements of the assignment?	NO	'SORTA'	YES

COMMENTS:

Persuasive Speech

Worth 25 points

Due December 2

Learning Goals of persuasive speech assignment:

- **Learn to use good-quality supporting materials to make arguments that jive with an audience that probably has a different point of view than what you're promoting (a hostile audience)**
- Deliberately organize your speech's main points and sub-points with a specific pattern
- Provide a clear introduction that fulfills all the necessary functions
- Provide a clear conclusion that fulfills all the necessary functions
- Use interesting language appropriate for oral style
- Connect speech skills with civic life – your activities and responsibilities as a member of communities.

DELIVERY STYLE: Extemporaneous
 LENGTH: 7-10 minutes
 PRESENTATION AID: Optional

Your task for this assignment is to present an actuating speech directed to your fellow classmates asking them to somehow take part in or support a cause or organization of your choosing.

An actuating 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.

The list below gives you some topic ideas to help you get started, but you do not have to stick with the list.

Though it is not necessary, you may find the assignment more beneficial and rewarding if you select a topic related to your life and/or your career.

To persuade is to advocate, or ask others to accept your views. The goal of a persuasive speech is to influence attitudes, beliefs, values, and acts of others. Some persuasive speeches attempt to modify audience attitudes & values such that they move in the direction of the speaker's stance. Others aim for an explicit response, as when a speaker urges listeners to donate money for a cause or vote for a candidate. Sometimes a speech will attempt to modify both attitudes & actions. Success in persuasive speaking requires attention to human psychology – to what motivates listeners.

--Make your message personally relevant to the audience.

--Clearly demonstrate how any change you propose will benefit the audience.

--Expect minor rather than major changes in your listeners' attitudes & behaviors.

--Demonstrate how an attitude or behavior might keep listeners from feeling satisfied & competent, thereby encouraging receptivity to change.

--Expect to be more successful when addressing an audience whose position differs only moderately from yours.

--Establish your credibility with the audience.

--Balance Reason & Emotion

--Construct Sound Arguments with Convincing Evidence



Additional resources can be found on the course Blackboard.

Refer to your textbook for more information about this speech type.

Topic Ideas/Suggestions for Persuasive Speech

These are just some thoughts/ideas/suggestions to get you started. You are not limited to the selections here. Whatever you select, *remember to be specific.*

Cause/Issue	Petition?	Contribution?	Service?
Animal Welfare		to Humane Society to ASPCA to local shelter	Volunteer at shelter
Literacy			Help the Potsdam Public Library literacy program
Medical research (should specify cause – heart disease, cancer, etc)		to a particular fund	Participate in walk or run
Environmentalism		to Sierra club	Recycle Carpool
School spirit		to a party to a donation for the college	Attend athletic events Join a particular club Get involved with SGA
Poverty		To a food pantry	Help a soup kitchen

PERSUASIVE SPEECH

NAME _____

NO = 0 'SORTA' = 1/2 YES = 1

Did I tell the audience what the <i>specific</i> purpose of the speech was?	NO	'SORTA'	YES
Did I try to raise audience interest &/or tell them how the speech relates to them?	NO	'SORTA'	YES
Did I preview all the main points of the speech?	NO	'SORTA'	YES
Did I introduce myself & reveal why I'm interested/qualified in the speech topic?	NO	'SORTA'	YES
Did I use a particular and appropriate organizational pattern?	NO	'SORTA'	YES
Did I use connectives between main points?	NO	'SORTA'	YES
Did I use oral style? (Shorter sentences, simpler words.)	NO	'SORTA'	YES
Did I use sensory language &/or rhetoric devices to make the speech interesting?	NO	'SORTA'	YES
Did I use enough sources of supporting material? (Look at requirements.)	NO	'SORTA'	YES
Did I use oral footnotes, & give names/authors of sources in the speech?	NO	'SORTA'	YES
Did I use quality sources? (Things other than Wikipedia & blogs.)	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
If I used a presentation aid, was it useful & handled well?	NO	'SORTA'	YES/NA
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?	NO	'SORTA'	YES
Did my speech meet the time requirements of the assignment?	NO	'SORTA'	YES

COMMENTS:

General Notes about Speech Assignments

The speech assignments are designed to act like stepping-stones. Each one emphasizes the use of a particular public speaking skill and adds one more level of mastery to the skills of the speeches that precede it. We start with the basics of delivery, then add the use of research & audience focus, then structure & language use, and then argumentation.

On speeches where multiple days are needed for presentations, specific presentation days will be assigned so that you can prepare mentally and physically for the speech. However,

EVERYONE must hand in a *copy* of their speaking notes on the first day of speeches.

This is primarily to make the workload and timetable more equitable for everyone. It also helps to make sure we stay on schedule, and reduces the chances of procrastination that can have a negative effect on speech performances, because the sooner you prepare for your speech the better you likely to do.

There are additional resources for each speech available on the course Blackboard. Just point your mouse to the appropriate menu option for reminders, guides, and examples to help you.

Drafts may be reviewed for feedback and assistance prior to grading if they are given to me in paper or electronic form at least 36 hours before they are due. Drafts received less than 24 hours before the due date will definitely not be reviewed. I will not, however, correct all spelling and grammar errors for you; that is your responsibility.