COMM106: Speech Composition and Presentation-Honors
Dr. Knopf (Morey248: Tuesdays & Thursdays 10-10:45, Wednesdays 12:30-3)
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Course Description:
This course is designed to improve your public speaking skills through listening, lecture, and practice. Through effort and successful completion you will:
●develop clear, focused thesis statements appropriate for the time allocated, audience, & occasion;
●outline a speech with a clear thesis statement, main points, and sub-points;
●identify demographic & situational factors that a speaker needs to know about an audience – with particular attention on conducting audience research;
●understand the role of evidence (facts, statistics, examples, testimony) in developing a logical argument;
●understand the role of speaker credibility (ethos) and emotional/motivational appeals (pathos) in building ●support for a speaker's ideas, in addition to the use of reasoned arguments (logos)
●communicate in both verbal and nonverbal dimensions of delivery;
●recognize the similarities and differences between informative and persuasive speaking;
●recognize the similarities and differences between written and oral communication;
●recognize and practice ethical oral communication (emphasizing intellectual integrity of ideas, their accurate presentation, and proper citation).
●be familiar with communication theories that drive best practices in public speaking

Texts & Course Materials:
● DK Guide to Public Speaking by Lisa A. Ford-Brown ● Syllabus (on Moodle)

Grading: ● Informative Speech-20% ● Demonstrative Speech-20% ● Persuasive Speech-20%
     ●Annotated Bibliography + IL Tutorials-20%   ●Survey + Focus Group-20%
     ☆*Full assignment descriptions & instructions are under "Assignment Packet" Use them.* ☆

Final Grades are broken down **in this class** as follows:
● 4.0 = 94-100   ● 3.7 = 88-93   ● 3.3 = 82-87   ● 3.0 = 76-81   ● 2.7 = 70-75
● 2.3 = 64-69   ● 2.0 = 58-63   ● 1.7 = 52-57   ● 1.3 = 46-51   ● 1.0 = 40-45   ● (0.0 = 0-39)
☆ Course grades start at 0 points, with each completed assignment adding to that number. A 2.0 is a "satisfactory" grade that indicates the *minimum* has been achieved, or that the work is of an average acceptable quality. A 4.0 is attainable but will require much more than minimal effort. ☆

How to earn a minimum 2.3 in the course, guaranteed:
● Attend 25+/27 class sessions   ● Arrive late/leave early ≤4 times   ● Complete *all* work on time
You can still earn up to a 4.0 if you do these things, and if you don't or are unable to do these you can still earn a 2.3 or higher in the course. If, however, you are worried about passing, this is the basic route to success.

Assignment Descriptions: All assignments and their due dates are established at the start of the semester. This way you know what to expect, and when. You can plan ahead, both for time management and learning strategies. All due dates are indicated on the course calendar at the end of this syllabus. Due dates are absolute and non-negotiable. Details, instructions, rationales, and grading criteria for all assignments are outlined in the Assignment Packet section that follows the calendar. You are responsible for familiarizing yourself with that information.

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 your performance rests with you.
- Resubmit the original work (complete with grade & comments) along with the rationale.
- Allow two weeks for reconsideration. Accept the final decision. *I will reconsider each assignment only once.*

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. It will never be given on an individual basis.

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.

Attendance: This is a live, non-virtual, non-mediated, communication course. Being present on time (and AWAKE) is necessary. **If you cannot consistently be present, on time, for class, you should withdraw**. Please note, on time attendance means that you, and not just your things, are in the classroom when it starts.

✰You are solely responsible for catching up on work that you miss (always refer to the course calendar and to the potential kindness of classmates). Absences are not an excuse for late work or for being unaware of course expectations. Make-ups for assignments will only be granted in rare instances and usually only with documentation of an unavoidable emergency.

In the case of **college-sanctioned activities or religious observances**, arrangements should be made prior to/in advance of the absence. [Note: Grades that factor in attendance will be adjusted for such events as long as notice is given.]

Incompletes: Incompletes, or other arrangements for course completion, can be planned only in advance to the semester's end when there is an emergency that makes completing the course otherwise impossible.

Academic Integrity & Dishonesty: A pledge of academic honesty is made by all students at SUNY Potsdam, indicating that you understand & comply with the requirements set forth by instructors the Academic Honor Code. To plagiarize is to pass off *ideas or words of someone else* as your own without crediting the source, no matter what the source is or if you make some changes to the wording or add in some of your own words/ideas. ***In the event of plagiarism on an assignment in this course you will have 24 hours to correct or authenticate your work or receive a zero on the assignment. Other forms of academic dishonesty, such as cheating on an exam, or attempting to cheat, will result in a 33% lower grade on the work.***

Etiquette: The success of this course is directly related to the sense of community that we develop in the classroom. *Any communication or behavior that potentially interferes with the learning environment of other students will not be tolerated. Disruptive behavior - even minor disruptions - may result in your being told to leave class.* Repeated offenses may result in course failure.

Your work in this course will consist of a series of activities within a semester-long project geared toward audience research and audience adaptation. You will be creating/inventing a new product, or an improved, product.

The first assignment will be to find and utilize at least five existing resources to learn about your target audience – which is the people in this class. These resources might include the SUNY Potsdam website and publications, news articles about college students and/or "millennials," and market research about the same. You will create an annotated bibliography of these 5 sources. (As part of General Education requirements, you will also need to complete the library's information literacy tutorial and quiz.) You should also consider looking at information related to what you learn about your audience. For example, if you discover that college students experience high levels of stress, learn what this means if its relevant to your goals. What are the effects of stress?

Using this information, you will then create and administer an audience research survey to gather basic information and decide what need or want exists in your audience that is not being filled.

Following this, you will give a brief informative speech profiling your audience, focusing on the elements you consider most important to your purposes.

Next, you will develop a way to meet the need or want of your audience, and conduct focus group research to refine your idea.

After that, you will deliver a demonstrative speech about your product. This speech will use appropriate presentation aids to explain the invention.

Lastly, you will deliver a persuasive speech to sell your product.

COMM106 Honors Calendar – Keep Track of Due Dates

	Tuesday	Thursday
Wk1	8/30:	9/1: *The Persuaders* **Read ch. 18 for today**
Wk2	9/6: Audience & Purpose **Read ch. 2-3 for today**	9/8: Research **Read ch. 4-5 for today**
Wk3	9/13: Speech Structure **Read ch. 7-8 & pp. 144-145 for today**	9/15: Delivery **Read ch. 10 & pp. 142-143 for today** **Audience Annotated Bibliography due**
Wk4	9/20: Informative Speaking & survey administration **Read ch. 14 for today** **Audience Surveys Due**	9/22: Language Use **Read ch. 9 for today**
Wk5	9/27: **Informative Speech**	9/29: **Informative Speech**
Wk6	10/4: Focus Groups **Focus group preparation due**	10/6: Focus Groups
Wk7	10/11: Fall Recess, no class	10/13: Speech Analysis workshop **Read ch. 13 for today**
Wk8	10/18: class time tbd	10/20: Presentation Aids **Read ch. 11 for today** **Information Literacy Moodle Quiz due**
Wk9	10/25: **Demonstrative Speech**	10/27: **Demonstrative Speech**
Wk10	11/1: **Demonstrative Speech**	11/3: **Demonstrative Speech**
Wk11	11/8: class time tbd	11/10: No class, National Communication Assoc.
Wk12	11/15: Persuasive Strategies **Read ch. 15 for today**	11/17: Persuasive Speaking & Theories **Read ch. 16 for today**
Wk13	11/22: Persuasion practice	11/24: Thanksgiving recess, no class
Wk14	11/29: class time tbd	12/1: class time tbd
Wk15	12/6: **Persuasive Speech**	12/8: **Persuasive Speech**
Wk16	12/13 @ 12:30-2:30 **Persuasive Speech**	

Assignments are due by the start of class on the day specified.

COMM106 Honors "Assignment Packet"

Information Literacy Tutorials: *Completed through the Library/Moodle.* (5% of your grade)
There are several required tutorials for FW/FS (you might be doing these or have done these for another class) on Moodle. These tutorials are designed to improve your research skills – a critical component of effective public speaking. You are automatically enrolled for these tutorials & should receive an email from the library regarding them. You must work through each tutorial and then take the related quiz. You will receive full assignment credit for completing the quiz with at least a 33%. You will receive bonus points for earning higher.

- Earning 85-100% will add 4 points.
- Earning 65-84 will add 3 points.
- Earning 45-64 will add 2 points.
- Earning 34-44 will add 1 point.

You must **PRINT** the screen/page that shows your quiz result and submit it by the due date listed in the calendar.

Informative Speech Annotated Bibliography: (15% of your grade)
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. Annotated bibliographies are a mandatory part of the Information Literacy component of General Education, and your bibliographies in here help you to prepare for each speech.

●Find and review 5 sources, at least 2 located through the SUNY Potsdam libraries
For *each* source:
● Cite it in in MLA or APA format – the library and the library's webpage offer resources that demonstrate these styles, and guidance is provided in your textbook.
● Organize/order the citations alphabetically by author last name, and give the annotation directly below each listed source.
● Each annotation will be 1-2 paragraphs that describes the source content and that evaluates the quality and reliability of the source, **referencing the appropriate guidelines offered in chapter 5 of your textbook**.

These papers should be typed, double-spaced, using 12-pt. font, with correct spelling and grammar. Do NOT copy your annotations from any other source. Plagiarism will not be tolerated.

GRADING
● 1 point for each source cited accurately (5 pts)
● 1 point for each critical annotation with good formatting, spelling, & grammar (5 pts)
● 1 point for each annotation that uses the appropriate evaluative standards (5 pts)

Surveys and Focus Groups: These will be conducted during class time, but they need to be prepped in advance.

Surveys should consist of 15-25 questions, the majority of which should be in closed-answer format. Spelling, grammar, and neatness count.

You will hand in a typed copy of the survey with a brief explanation as to why you asked what you did. You will receive 5 points for administering the survey and 5 points for the written portion, with consideration given to neatness, clarity, and purpose.

Focus groups can take any format you consider appropriate and useful. They should be designed to get at information beyond the surveys. You should have questions or activities planned in advance (in physical form), though you may improvise some in the execution.

You will hand in a typed copy of any questions or activity descriptions with a brief explanation as to why you made the plan you did. You will receive 5 points for conducting the focus group and 5 points for the written portion, with consideration given to clarity, and purpose.

Informative Speech Rubric

	Element	%				
Intro	Attention Getter	3	Draws audience in with intrigue and/or relevance	Establishes a clear start to the speech, but doesn't necessarily draw the audience in.	Vague, commonplace, or confusing	There is no clear attention getter.
	Screening *Summary of speech*	5	Specific purpose/goal of speech is clear & audience relevant, Outlines all main points, making basic content & organization clear.	Specific purpose is stated, but without explicit connection to audience. 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 *About you*	2	Introduces self to audience, explains personal interest/ knowledge in the topic, establishes common ground.	Introduces self to audience, explains personal interest/ knowledge OR establishes common ground	Introduces self but does not establish any credibility	No personal information is provided.
Body - Content	Research *Using outside sources*	20	At least 5 quality sources are used and each is indicated verbally throughout the speech, whenever info from each source is mentioned	At least 2 quality sources are used and each is indicated verbally throughout the speech, whenever info from each source is mentioned	Research was used but there is no way to tell how many sources were used or what they were when listening to the speech	It is not obvious in the speech that outside sources were referenced
	Supporting Material *Statistics, testimony, examples, etc.*	10	Each main point is explained or detailed with a variety of supporting material. Fills expected time requirement.	Each main point is explained or detailed with supporting material Fills, or nearly fills, expected time requirement.	Some supporting material is present. Falls more than ¼ short of the time requirement or exceeds it by more than ¼.	There is little to no use of supporting material. Falls more than ½ short of time requirement or exceeds it by more than ½.
	Audience Focus	5	Is personable. Talks to audience, not @/ about them.	Talks to the 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. Or, the speech
	Presentation Aid *Use was effective*	5	No presentation aid was needed & the speech didn't use one. OR An aid was important & was 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.
	Language	10	Uses oral style (short sentences, simple words), with vivid sensory descriptions &/or rhetorical devices. Clear.	Uses oral style, but lacks rhetorical devices.	Significant grammatical problems.	Language is too complex, inaccurate, &/or inappropriate.
Body – structure	Org.	15	Has 2-4 main points, a clearly applied organizational pattern/strategy, & effectively uses transitions.	Has 2-4 main points and a clearly applied organizational pattern/strategy, but lacks transitions.	The speech has 2-4 main points, but is 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 is established, demeanor is troublesome, &/or gestures are absent	There is no eye contact or gestures; posture may be poor

Concl.	Closing	5	Clearly signals end of the speech, finishes in a timely manner, & sets an appropriate parting tone	Clearly signals end of the speech & finishes in a timely manner, but does little or nothing to set a parting tone	Indication of the end is vague, or is presented too early or too late in the speech	There is no conclusion; the speech simply stops
	Recap *Summary of speech*	10	Clear restatement of specific purpose, coupled with a brief review of the main points	Clear restatement of specific purpose, with a partial or indirect review of some key ideas	Either a review of purpose or main points.	No summary statements &/or new information.

Demonstrative Speech Rubric

	Element	%				
Intro	Attention Getter	3	Draws audience in with intrigue and/or relevance	Establishes a clear start to the speech, but doesn't necessarily draw the audience in.	Vague, commonplace, or confusing	There is no clear attention getter.
	Screening *Summary of speech*	5	Specific purpose/goal of speech is clear & audience relevant, Outlines all main points, making basic content & organization clear.	Specific purpose is stated, but without explicit connection to audience. 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 *About you*	2	Introduces self to audience, explains personal interest/ knowledge in the topic, establishes good will or common ground.	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.
Body - Content	Research *Using outside sources*	5	At least 2 quality sources are used and each is indicated verbally throughout the speech, whenever information from each source is mentioned	At least 2 quality sources are used and each is indicated verbally throughout the speech, whenever information from each source is mentioned	Research was used but there is no way to tell how many sources were used or what they were when listening to the speech	It is not obvious in the speech that outside sources were referenced
	Supporting Material *Statistics, testimony, examples, etc.*	10	Each main point is explained or detailed with a variety of supporting material. Fills expected time requirement.	Each main point is explained or detailed with supporting material Fills, or nearly fills, expected time requirement.	Some supporting material is present. Falls more than ¼ short of the time requirement or exceeds it by more than ¼.	There is little to no use of supporting material. Falls more than ½ short of time requirement or exceeds it by more than ½.
	Audience Focus *Tries to relate to specific audience traits*	5	Information used made direct & clear connection to audience values, interests, benefits or demographics. Talks to audience, not @/ about them.	Arguments relate to audience, but connections aren't always explicit. Speaker talks to the 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. Or, the speech
	Presentation Aid *Use was effective*	20	No presentation aid was needed & the speech didn't use one. OR An aid was important & was 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.
	Language	10	Uses oral style (short sentences, simple words), with vivid sensory descriptions &/or rhetorical devices. Clear .	Uses oral style, but lacks rhetorical devices.	Significant grammatical problems.	Language is too complex, inaccurate, &/or inappropriate.

Body – structure	Org.	15	Has 2-4 main points, a clearly applied organizational pattern/strategy, & effectively uses transitions.	Has 2-4 main points and a clearly applied organizational pattern/strategy, but lacks transitions.	The speech has 2-4 main points, but is 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 is established, demeanor is troublesome, &/or gestures are absent	There is no eye contact or gestures; posture may be poor
Concl.	Closing	5	Clearly signals end of the speech, finishes in a timely manner, & sets an appropriate parting tone	Clearly signals end of the speech & finishes in a timely manner, but does little or nothing to set a parting tone	Indication of the end is vague, or is presented too early or too late in the speech	There is no conclusion; the speech simply stops
	Recap *Summary of speech*	10	Clear restatement of specific purpose, coupled with a brief review of the main points	Clear restatement of specific purpose, with a partial or indirect review of some key ideas	Either a review of purpose or main points.	No summary statements &/or new information.

Persuasive Speech Rubric

	Element	%				
Intro	Attention Getter	3	Draws audience in with intrigue and/or relevance	Establishes a clear start to the speech, but doesn't necessarily draw the audience in.	Vague, commonplace, or confusing	There is no clear attention getter.
	Screening *Summary of speech*	5	Specific purpose/goal of speech is clear & audience relevant, Outlines all main points, making basic content & organization clear.	Specific purpose is stated, but without explicit connection to audience. 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 *About you*	2	Introduces self to audience, explains personal interest/ knowledge in the topic, establishes good will or common ground.	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.
Body - Content	Research *Using outside sources*	10	At least 3 quality sources are used and each is indicated verbally throughout the speech, whenever information from each source is mentioned	At least 2 quality sources are used and each is indicated verbally throughout the speech, whenever information from each source is mentioned	Research was used but there is no way to tell how many sources were used or what they were when listening to the speech	It is not obvious in the speech that outside sources were referenced
	Supporting Material *Statistics, testimony, examples, etc.*	10	Each main point is explained or detailed with a variety of supporting material. Fills expected time requirement.	Each main point is explained or detailed with supporting material Fills, or nearly fills, expected time requirement.	Some supporting material is present. Falls more than ¼ short of the time requirement or exceeds it by more than ¼.	There is little to no use of supporting material. Falls more than ½ short of time requirement or exceeds it by more than ½.

	Audience Focus	10	Arguments consider possible opposition, Talks to audience, not @/ about them.	Arguments make some effort to relate to audience. Talks to audience, not @/ about them.	There is at least one attempt to connect with the audience.	There is no effort to connect with the audience.
	Arguments *A clear case for or against*	10	Uses combination of logical reasons & appropriate emotional appeals.	Uses logical reasons, but no emotional appeals.,	Persuasive appeals use muddled or faulty logic; arguments are not clear.	Sounds more informative than persuasive. No clear or consistent argumentation
	Language	10	Uses oral style (short sentences, simple words), embellished with vivid sensory descriptions &/or rhetorical devices. Clear	Uses oral style, but lacks rhetorical devices.	Significant grammatical problems.	Language is too complex, inaccurate, &/or inappropriate.
	Presentation Aid *Use was effective*	5	No presentation aid was needed & the speech didn't use one. OR An aid was important & was 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.
Body – structure	Org.	15	Has 2-4 main points, a clearly applied organizational pattern/strategy, & effectively uses transitions.	Has 2-4 main points and a clearly applied organizational pattern/strategy, but lacks transitions.	The speech has 2-4 main points, but is 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 is established, demeanor is troublesome, &/or gestures are absent	There is no eye contact or gestures; posture may be poor
Concl.	Closing	5	Clearly signals end of the speech, finishes in a timely manner, & sets an appropriate parting tone	Clearly signals end of the speech & finishes in a timely manner, but does little or nothing to set a parting tone	Indication of the end is vague, or is presented too early or too late in the speech	There is no conclusion; the speech simply stops
	Recap *Summary of speech*	5	Clear restatement of specific purpose, coupled with a brief review of the main points	Clear restatement of specific purpose, with a partial or indirect review of some key ideas	Either a review of purpose or main points.	No summary statements &/or new information.