

Instruction Manual for COM210.001, Fundamentals of Public Speaking

Spring 2023

MWF 8:00am-8:50am, VanHoesen B-134A



I know “it’s in the syllabus” is an annoying trope, something of a joke, and has been memed to death. But, in all seriousness, I spend weeks developing the course plans and days putting this document together *to help you*. I want you to have the information you need. I don’t want the class to be an ongoing unknown entity. I want it to be fair to everyone and manageable for you

Instructor: Dr. Knopf [“nope”] or Prof. Knopf or “CK” (she/her) - *not* “Mrs.”

OFFICE: VanHoesen B-125G (and WebEx)

EMAIL: christina.knopf@cortland.edu

PHONE: 607-753-2530

DROP-IN OFFICE HOURS: Mondays 10-12:30, Wednesdays 10-11:30, Fridays 11:15-12:15



Regular drop-in office hours are held for you when classes are in session & you do not need an appointment to attend, call, or login to WebEx during those hours.

You can [use office hours](#)¹ to discuss class, get help on assignments, or seek advice on college or career matters, or talk about other things. ~Please be aware that while you are welcome, even encouraged, to discuss personal experiences or concerns in office hours, that I am legally obligated to report any incidences of violent crime that impacts the campus or campus community - including sexual assault, intimate partner violence, stalking, assault, burglary, motor vehicle and larceny theft, arson and hate crimes – as well as sexual harassment, discrimination, or violence. Because I am not a counselor, I do not have confidentiality and am legally bound to report violations I am told about.

You can also reach me through email. Before emailing, please check available course resources; answers to such questions like “what did I miss in class?” “is there anything due?” “what am I supposed to do for this assignment?” and “can my absence be excused?” When you email, please be [clear and polite](#)² (take the opportunity [to practice professional communication](#)³ that you’ll need in the career-world). Also, when you email, please respect my need for work-life balance. I cannot be available 24/7. Though you are free to email at any time of the day or night, I will primarily respond to emails during regular working office hours (M-F, 8am-5pm). Also, please understand that I regularly get 50-100 emails per day and responding takes time.

Course Description: Oral communication: selection, organization, presentation of ideas. Study of principles, application through oral practice. Fulfills LASR & PRES/GE10. 3 credits.

Topics covered include:

- Speech Genres: Special, informative, & persuasive
- Research: Finding & using supporting materials
- Introductions & Conclusions: Functions & content
- Delivery: Vocal, nonvocal, & aids
- Persuasion: Rhetorical theories & proofs
- Organization: Strategies & transitions
- Language Use: Clarity & interest
- Comm Apprehension: Definition, management

Student Learning Outcomes: Upon successful completion of this course, you will be able to demonstrate professionalism in communication by exhibiting proficiency in oral discourse (COM-SLO2). You will also be able to demonstrate the ability to research a topic and to develop an argument and organize supporting details; to demonstrate proficiency in oral discourse, and the ability to evaluate oral communication for substance, bias, and intended (GE10b- SLOs)

Required Materials:

- Gamble & Gamble, [Public Speaking Playbook, 3rd edition](#) -any format
- Notebook for class, recommended
- [Brightspace/D2L](#) access
- Index cards, recommended

Assignments & Grade Distribution:

- | | | |
|--|-----------------------|-------------------|
| ◆Speech of introduction (15%) | ◆Midterm exam (5%) | ◆Quizzes -5 (15%) |
| ◆Tribute speech (10%) + outline (5%) | ◆Final exam (10%) | |
| ◆Informative speech (10%) + outline (5%) | ◆Speech critique (5%) | |
| ◆Persuasive speech (10%) + outline (5%) | ◆Self-critique (5%) | |

GRADING:

	B+: 87-89%	C+: 77-79%	D+: 67-69%	E: 0-59%
A: 94-100%	B: 83-86%	C: 73-76%	D: 64-66%	
A-: 90-93%	B-: 80-82%	C-: 70-72%	D-: 60-63%	

(Based on CollegeBoard’s conversion chart at <https://pages.collegeboard.org/how-to-convert-gpa-4.0-scale>)

[A’s may be awesome, but B’s are beautiful, C’s are competent, and F’s are feedback.](#)

¹ <https://learningcenter.unc.edu/tips-and-tools/using-office-hours-effectively/>

² <https://www.purdue.edu/advisors/students/professor.php>

³ <https://hbr.org/2021/08/how-to-write-better-emails-at-work>

GRADE POLICIES: If you *find an error* in grading, bring it to Dr. Knopf's attention immediately so it can be corrected. If you have a question about assignment feedback, exam answers, etc., ask politely. If you *disagree* with a grade earned on, you can file a request for reconsideration no sooner than 24 hours and no later than 1 week after receiving the grade. The original work with all evaluation forms should be re-submitted along with a written explanation of why you believe your work warrants reconsideration and a higher grade. Any grade change at that time, including a lower one, will remain final.

PATHS TO COURSE COMPLETION: Your success in this course depends on cooperation between you as the student and me as the instructor. You are taking this course because it has some relevance to your degree – whether as a general education requirement, a major or minor requirement, or an elective that you believe has relevance to your interests and future. Therefore, it is vital that you complete the work of the course to gain the relevant knowledge or experience. This is part of *your* education, so you need to decide what your success in the course looks like. Your options include...



Option 1: A Guaranteed B or Better*

To earn at least a B in the course you must...

Attend at least 39 of the 43 class meetings.

In the case of college-sanctioned events, such as an athletic competition or a conference, proper documentation will ensure you are not counted as absent. In the case of religious observances, advance notification is needed.

Arrive late or leave early no more than 3 times during the semester.

If building accessibility slows your progress to the room or between classes, this requirement is waived.

Take at least 4 of the 5 quizzes.

Complete and present or submit (as appropriate) at least 10 of the 11 other assignments on time and *completely*, doing your best to adhere to the instructions

**THE GUARANTEED GRADE MEANS THAT IF YOU PUT IN THE REQUIRED TIME AND EFFORT YOU WILL EARN AT LEAST A B IN THE CLASS. IF THE QUALITY OF YOUR WORK IS ALSO GOOD, YOU CAN EARN HIGHER. IN OTHER WORDS, YOU MIGHT MEET THE REQUIREMENTS FOR THE GUARANTEED B AND STILL HAVE GRADES THAT WILL EARN AN A.*

Option 2: Earn What You Can

The most traditional course path, you complete what you can, putting in as much effort as you want or are able, and earn what you earn. This is a good choice if you know that you either aren't able or aren't interested in committing regular, minimal, effort to the course.

Option 3: The Last-Ditch Effort

People often experience a series of unfortunate events during a semester that distract them from class, usually until the last one to two weeks when these problems either resolve or class becomes a bigger priority. Often in these circumstances, people want to know what they can do to make up for the weeks of class and work they have missed. There is no substitute for regular class involvement, but if you find yourself in a position where you want to put in an extraordinary amount of work in very little time at the end of the semester, instead of putting in reasonable amounts of work spread out over the course of the semester, you can choose to have your entire course grade based on one 20-minute end-of-term speech, the type and topic to be determined as appropriate to the semester in Week 12. You may also choose this option if the work you did over the semester did not produce the grade you wanted, but once you choose it, your other grades will be erased and replaced. Basically, waiting until the end of the semester to focus on the class and do the work is a gamble. It's a risky option, but one that is available to you if you need it.

Because of the different options available to complete the course, **extra credit is not offered on an individual basis**. Extra credit opportunities *might* arise during the semester, depending on the nature of the class dynamics and the possibilities presented by real-world opportunities.

DEADLINES: **No more than one assignment will be accepted late and only up to one week.** Deadlines are important for scaffolding coursework, so that you can learn from one assignment before doing another. Deadlines help you to manage your time, set priorities, and meet your goals. Deadlines help to coordinate and structure the class, providing the instructor with feedback about how the class is going that allows for necessary adjustments. Deadlines set expectations for our mutual responsibilities to each other in this class community. They are also a basic job skill and are paramount in many communication and media related industries – they determine what is or is not a newsworthy story, drive marketing campaigns, and are embedded into the nature of planning and promoting events.

A 2022 career advice column in [Indeed](https://www.indeed.com/career-advice/resumes-cover-letters/ability-to-meet-deadlines-resume)⁴ noted, "Being able to meet deadlines is a desirable skill for candidates to have in a wide variety of industries. This ability can help professionals succeed while under pressure, overcome challenges and meeting expectations accordingly." [Zandax](https://www.zandax.com/blog/the-importance-of-time-management-to-employers)⁵ reports that "Time management is considered to be one of the primary 'soft skills' valued in

⁴ <https://www.indeed.com/career-advice/resumes-cover-letters/ability-to-meet-deadlines-resume>

⁵ <https://www.zandax.com/blog/the-importance-of-time-management-to-employers>

the workplace, and effective time management skills are key to a successful work life, and play a major part in many of the top attributes valued by employers.” And [FairyGodBoss](https://fairygodboss.com/articles/8-sights-that-you-are-setting-yourself-up-to-be-fired)⁶ notes that missing deadlines at work is a sign that you are setting yourself up to get fired.

ATTENDANCE: Showing up is a job skill. According to [Business Insider](https://www.businessinsider.com/the-13-most-common-reasons-why-employees-get-fired-2011-6)⁷, one of the top ten reasons people get fired is because of absenteeism – either not showing up to work, being chronically tardy, or taking too many or too long breaks during working hours. You are paying for this course somehow; get your money’s worth by being here. Because the attendance policy marginally rewards good attendance but does not penalize absences, **no distinction is made between “excused” or “unexcused absences.”** Absent is absent – it’s your choice whether you use that time for illnesses, emergencies, hangovers, naps, to get work done for other classes, or whatever else (just like in the working world we choose whether to save our sick time for when we’re sick or to use it for vacation). When absent, you should check the syllabus & Brightspace/D2L to see what you missed and what’s coming up.



***For attendance requirements on quiz/exam/presentation days, see the details for the particular assignments.**

Arriving late to class may cause you to fall behind in class work by missing notes or important announcements. Being late may mean that your time in class is less productive or less useful because you may feel less prepared or organized, you may be disoriented or unsure of what is going on in the lecture or conversation because of what you’ve missed. Arriving late also impacts the larger classroom community. It can disrupt the flow of a lecture or discussion, distract other students, impede learning, and generally erode class morale.

- **If you arrive late**, be respectful, enter quietly and do not let the door slam, and find a seat quickly and near the door to minimize the distraction you cause to others.
- **If you must get up or leave during class**, reduce the disruption you cause to the classroom by sitting near the door if possible, leaving only when absolutely necessary, and keeping your time away from the class as brief as possible.

PARTICIPATION: The class will be more enjoyable, more meaningful, more interesting, and more effective if you are an involved learner. Be curious. Ask questions. Look for relevance. Make connections. Don’t wait for the information and its usefulness to come to you; go after it. If you want class to be interesting, you need to be interested in the class.



Some people think course participation is the responsibility of the professor. That it must be required through grades and enforced through structured exercises - but that reduces “participation” to an assignment at best, and coercion at worst, by policing classroom behavior. True participation should be voluntary and based on your active, engaged, involvement fueled by your motivation and curiosity. It should be about you having a part, a stake, and a role in the class – and you are the best person to know what that is, to determine what you want to get out of the course and to determine the kind of experience you want to have during the semester.

If you want class to be interactive, you need to be active. Listen mindfully. Ask questions. Express, explain, and support opinions. Do the readings before you come to class so you have things to say and ask – a knowledge base to build on, work with, and explore in the classroom space and community. Seek out additional information during or outside of class. Follow current events to bring up topics for discussion. **Take notes**⁸ that will be useful and meaningful to *you*; don’t just copy PowerPoints (they are only a guide, not a doctrine); write down the ideas that help you to better understand the material or that matter to you.

CLASSROOM TECHNOLOGY USE: Some people need their phones tablets and/or laptops to monitor their glucose or other health metrics. Some need them because of family responsibilities. Some need them to improve course accessibility. Etcetera. Therefore, technology use in this classroom is allowed, with the expectation that each individual will be mindful and responsible with their use of it.



Unnecessary use of technology during class is strongly discouraged. Multiple studies done both pre- and post-pandemic find that **digital multitasking is correlated to reduced academic performance**.⁹ The physiological reality of our brains is that we can hold only a little information in the mind at any single moment, and so the more things we do at once, the more likely we are to slow our work down, make mistakes, miss and/or forget information, and limit our creative and problem-solving abilities. You are accountable for yourself and your own decisions. If you allow your devices to distract you from the class and to detract from your learning, that is on you. **If your device use is a distraction to others** (such as listening to music audible to others, laughing at loud at what you’re looking at, sharing entertaining content with others sitting near you, typing when not taking notes, etc.), that is an unacceptable disruption to the class community, and you will be asked to leave and counted as absent.

BRIGHTSPACE/D2L: The entire SUNY system is in the process of adopting Brightspace/D2L as its digital learning management system. SUNY Cortland is currently in the process of transitioning from Blackboard to Brightspace and this class was selected as

⁶ <https://fairygodboss.com/articles/8-sights-that-you-are-setting-yourself-up-to-be-fired>

⁷ <https://www.businessinsider.com/the-13-most-common-reasons-why-employees-get-fired-2011-6>

⁸ <https://learningcenter.unc.edu/tips-and-tools/effective-note-taking-in-class/>

⁹ <https://www.deledao.com/post/media-multitasking-and-digital-distractions>

one of the pilot classes to begin that transition. Class materials are found on Brightspace/D2L and assignments will be submitted through Brightspace/D2L. This syllabus has its own module on Brightspace. Every assignment has its own module on Brightspace with instructions and resources. Other modules are organized chronologically by dates so that you can easily find class materials that correspond with our in-person meetings, which may include copies of textbook-provided notes/slides, copies of PowerPoints used in class, links (if available) to videos or readings engaged in class, and reminders about what is due.

DIVERSITY: SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chap 130)



ACCESS (ACCOMMODATION OF DISABILITIES): As part of SUNY Cortland's commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the Disability Resources Office at disability.resources@cortland.edu or call 607-753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways." (College Handbook, Chapter 745)

INCLUSIVE LEARNING ENVIRONMENT: SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the Institutional Equity and Inclusion Office at 607-753-2263.

TITLE IX: Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit cortland.edu/titleix to learn about all reporting options and resources.

DIVERSITY, INCLUSIVITY, EQUITY, & JUSTICE IN THE COMMUNICATION CLASSROOM: A diversity of viewpoints, opinions, and experiences are welcome. We learn and grow when confronted with new ideas and different perspectives. But we are also here to learn to be more effective, more ethical communicators. Therefore, anything that fits the definition of hate speech¹⁰ or degrades fellow human beings will not welcome, anything that violates ethical responsibilities as speakers by advocating violence or actions that could harm any audience member's pursuit of life and liberty (including such activities as illegal drug use or nonconsensual sexual activity) will not be welcome, and anything that violates the college's commitment to diversity and inclusivity cannot be tolerated. As part of being effective communicators, everyone is encouraged toward ethical use of: trigger warnings when presenting sensitive information (as might be found in speeches dealing with abuse, sexual assault, eating disorders, suicide, etc), inclusive language, and accessible presentations.



Systemic prejudice and oppression, issues of (mis)representation, harm of stereotypes, and necessity of being not just tolerant but also open-minded, are just some of the topics related to concerns of diversity, equity, inclusion, access, and justice that may be discussed in this class. This class acknowledges and respects the validity of each person's standpoint and their lived experiences, and this class expects that every person in it will also acknowledge and respect that diversity. These discussions are learning opportunities, not criticisms of individuals or even groups. Learning about racism, sexism, or homophobia is not, for example, an attack on Whiteness, maleness, or straightness.

¹⁰ <https://www.un.org/en/hate-speech/understanding-hate-speech/what-is-hate-speech>

Communication is a social science; that means it deals with people. Therefore, we will talk about trends common to people as a whole, but there are always exceptions to the trends because people are unpredictable. There are no absolutes; somethings can be real and true for some and not others. In this classroom, you can speak *your* truth but should not assume what the truth of others is. (For example, if you haven't experienced prejudice or oppression, do not assume that means it isn't real.) And no one here is considered a symbol of or spokesperson for their entire social group.

ACADEMIC INTEGRITY: All students are expected to uphold academic integrity standards. Plagiarism is defined as taking the ideas of others and using them as one's own without due credit. Students who cheat in examinations, course assignments, or plagiarize in this course may be disciplined in accordance with university rules and regulations. (College Handbook, Chapter 340)

ACADEMIC INTEGRITY & AI: ChatGPT and other AI interfaces are proving to be [adequate, but bland and generic](#)¹¹, generators of essays, stories, speeches, blog posts, and cover letters. The study and practice of communication is about participation, art, and ethics. It is about the careful creation of messages that link what is uniquely you to what is uniquely your intended audience. These are things AI cannot accomplish. Therefore, use of AI to create content for assignments in this course (unless specifically assigned to use AI to generate content) is likely to earn a poor grade because it will miss the point of communication and rhetoric; content created by ChatGPT will [not have your voice nor speak to the interests of your audience](#)¹², and it will not capture the nuances of class materials and discussion. Content created by ChatGPT also lacks academic and journalistic rigor; it does not provide sources or offer examples. Additionally, the main purpose of class assignments is for you to learn through the process of completing them. Without going through the process, you will decrease the value of the course and will not improve the communication skills, organizational abilities, reliability, or problem-solving seeks that are [key to your employability](#)¹³.



MENTAL, EMOTIONAL, & PHYSICAL WELLBEING: Diminished mental health, including significant stress, mood changes, excessive worry, alcohol and/or substance abuse, or problems with eating and/or sleeping can interfere with optimal academic performance. *If symptoms are related to your course work, please speak with the instructor. If you have communication apprehension (also known as "stage fright") to a degree that can interfere with your success in a communication course that depends on public speaking, speak to the instructor immediately to learn management techniques and to discuss possible options to ensure you can complete the course successfully and healthfully.*

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: 607-753-4728
- Substance Abuse & Prevention Education: 607-753-2066

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). The college offers a food cupboard and a clothes closet, among other services, that may be able to help.

COURSEWORK

The main purpose of the assignments and tests in this class is to advance and enhance your learning of relevant content. Readings introduce you to ideas. Tests encourage you to be attentive to those ideas. And speeches and critiques ask you to work with and apply those ideas.

Readings: You are assigned a textbook in this class for a reason: it is a resource, a reference, a guide – a source of instructions and examples for how to best develop your speeches. Reading the book and coming to class and making use of optional online resources gives you multiple chances and multiple modes for learning. You will get more out of class if you make an effort to do the readings when assigned.



Quizzes & Exams: Quizzes and exams are designed to help you learn the core concepts that will better prepare you to achieve the course Learning Outcomes. Psychological research on the science of successful learning proves that the acts of preparing for and taking tests is a great boost to memory, making tests learning, not just assessment, instruments. Exams are also a proven way to help you keep up with classwork – they encourage attendance, preparation and review in ways that less traditional or structured means don't.

Short quizzes are scheduled regularly throughout the semester to encourage you to keep up with the readings and to be attentive in class. They will be multiple choice. Each will cover content (especially chapters due) since the previous quiz.

¹¹ <https://www.postcontrolmarketing.com/top-10-tips-for-successful-social-media-marketing-chatgpt-wrote-that-article-in-less-than-a-minute-then-i-spent-four-hours-writing-the-rest/>

¹² <https://www.businessinsider.com/chatgpt-job-applications-hiring-managers-job-interview-candidate-2022-12>

¹³ <https://www.indeed.com/career-advice/finding-a-job/employability-skills>

There will also be a midterm and final exam. They will be multiple-choice/matching/fill in the blank and will include questions taken directly from the quizzes. **They will be open-book** (not open note) to reinforce the use of your textbook as a resource. The midterm is 50 questions. The final is cumulative and is 100 questions.

Both the quizzes and the exams will be administered through Brightspace/D2L for accessibility but will be taken *in class*. Please bring a device to the classroom that will allow you to take the test; if you cannot bring a functioning device, bring a pen or pencil to take it on paper. If you have an access plan that provides you with extra time on exams and the regular class start time does not provide you with the additional time, you must request a different time that works for you in advance.

- If health problems prevent you from attending class on a quiz day, the quiz will still be available to take in Brightspace at the start of class, but time to complete the quiz is limited and you will still be considered absent.
- If health problems prevent you from attending class on an exam day, the test will still be available to take in Brightspace at the designated time, but you must log into WebEx, on camera, to take it.

Speeches: You will give 4 graded speeches in class this semester. This course is about the fundamentals of public speaking. In it, you will learn a basic, formal, format for composing and presenting speeches. You will be expected to use that format in your speech assignments for this class. Outside of this class, you can use what you've learned as appropriate for the kinds of presentations you might make in your life, adapting it and adjusting it as needed. Compare this to learning artistic techniques, mathematical formulas, or writing conventions – you need to learn the basics before you can figure out what works best for you or how to do the short cuts. The grading rubric used for all speeches is found below. You can use it as a self-checklist as you prepare your speeches.



Each speech will take multiple class periods for everyone to present; you will sign up for your presentation day in advance. You are expected to attend not only your presentation day but your classmates' as well. **If cannot attend class when you are supposed to give a speech, you are asked to present virtually** (email the instructor prior to class to set it up); you will need to be on camera to do this. If a virtual presentation is not possible, you can set up an alternative presentation day/time IF you notify the instructor prior to the class in which you are supposed to speak.

Speech of Introduction: Speeches of introduction typically introduce someone, like a keynote speaker or special guest, to an audience to heighten the audience's interest in and attention to that person.

You will introduce one of your classmates to the rest of the class. In class, you will have time to get to know one other person in the room – and they will get to know you. Based on what you learn of each other, you will prepare and present a short speech of introduction for the other person. Try to focus on two biographical features that you think stand out, reveal something meaningful about the person, and/or would resonate with the audience.

Tribute Speech: No matter what kind of jobs you do, special occasion speaking is something that most of us will have the opportunity to do at some point in life: giving a toast at a wedding, delivering a eulogy at a funeral, etc. Most special occasion speeches are personal to us as speakers. Tribute speeches are commemorative speeches that pay honor, admiration, and homage to an occasion, person, event, thing, or idea.

You will develop and present a speech of tribute, **recognizing an important person in your life - such as a family member, teacher, coach, or friend.** *Do not* pay tribute to a celebrity or historical figure. In our real lives, we usually only give such speeches about people we personally know. Your speech should focus on 2-4 things that make the person worthy of admiration not only to you but also to a wider group/community.

The speech should:

- Be delivered extemporaneously
- Have well-constructed introduction and conclusion
- Offer 2-4 developed main points, with use of transitions
- Be 3-5 minutes long

Informative Speech: In informative speaking, you take on the role of a teacher. Your purpose is to help your audience better understand something. In our professional lives, we often engage in informative speaking when we train new employees, present reports on our company's finances or our progress on a project, or when we need to explain concepts or processes to patients, clients, or students. In the Communication and Media fields, informative speaking happens in things like news reports.

Select an interesting current event, historical happening, or controversial topic and present it objectively. Your goal is to accurately inform the audience of the facts of the event or problem - *not* to share your opinions, convince the audience of your perspective, or encourage the audience to take action. This means you should choose a topic that is interesting, but not one about which you get so emotional that you cannot be objective.

The speech should:

- Be delivered extemporaneously
- Have a well-constructed introduction and conclusion

- Offer 2-4 developed main points, with use of transitions, organized with the chronological pattern for an event, or the topical pattern for a controversy
- Include at least 4 reputable sources of information (this excludes Wikipedia) that are cited orally throughout the speech
- Be 7-8 minutes long

MEETING ALL THESE CRITERIA IS KEY TO DEMONSTRATING YOUR EFFORT WITH THE ASSIGNMENT AND TO IMPROVING YOUR COMMUNICATION SKILLS

Persuasive Speech: In persuasive speaking, you take on the role of an advocate. Your purpose is to trigger change in your audience's thought or behavior. You will use persuasion throughout your professional life. You'll want to persuade employers or prospective clients to hire you. You may need to persuade your clients or patients to follow your advice. You may use persuasion to promote events, market your goods or services, to solicit donations for your group or cause, or to get votes or support for a candidate, issue, or organization. Someday you might want to convince your manager or boss that you deserve a promotion or a raise.

Select a resource, office, or organization at SUNY Cortland from the list provided below (each person will sign up for one in class so that everyone has a different speech topic to present). Your assignment is to act as a spokesperson for this group with the goal of asking your audience to get involved with or make use of it.

To do this assignment, begin by learning about the topic from the college website. Next, talk (or email) with one or more people that are part of the group to learn more. After that, do additional research about the needs for and benefits of such resources, organizations, activities to college students more broadly. Lastly, plan your speech using all the information you have collected.

The speech should:

- Be delivered extemporaneously
- Have a well-constructed introduction and conclusion
- Offer well developed main points, with use of transitions, organized using Monroe's Motivated Sequence
- Include at least 4 reputable sources of information (this excludes Wikipedia) that are cited orally throughout the speech
- Include testimony from one or more people in the group you communicated with
- Be 7-8 minutes long

MEETING ALL THESE CRITERIA IS KEY TO DEMONSTRATING YOUR EFFORT WITH THE ASSIGNMENT AND TO IMPROVING YOUR COMMUNICATION SKILLS

Topic choices:

- | | |
|---|--|
| 1. The Writing Center | 18. Cortland Student Volunteer Program |
| 2. Career Services | 19. Student Government Association |
| 3. Advisement & Transition | 20. Entrepreneurship Club |
| 4. Counseling Center | 21. Habitat for Humanity |
| 5. Togetherall Peer Support | 22. International Club |
| 6. Health Promotion | 23. Student Activities Board |
| 7. Prevention Education | 24. Student Alumni Association |
| 8. The Learning Center: Professional Tutoring | 25. Students for Access and Ability in College |
| 9. The Learning Center: Peer Tutoring | 26. New York Public Interest Research Group |
| 10. The Learning Center: Nightowl | 27. PRIDE Club |
| 11. The Learning Center: Supplemental Instruction | 28. Mind Over Everything |
| 12. Cortland Cupboard | 29. BSU, NAACP, Pan African Student Association, Know Your Roots, or Curly Kinky Coily |
| 13. Dragons Dress for Success | 30. Asian American Pacific Islander Student Union |
| 14. Multicultural Life and Diversity Office | 31. La Familia Latina |
| 15. The Library | 32. Caribbean Student Association |
| 16. The Library: Makerspace | |
| 17. Study Abroad | |

Outlines: For the tribute, informative, and persuasive speeches, you will submit a copy of your complete preparation outline, manuscript draft, or speaking notes through Brightspace/D2L the day before presentations begin (see calendar for specific deadlines). These outlines should include:

- An introduction that includes all 4 functions
- The body should contain between 2 & 4 main points
- Main points in the body should be structured in a deliberate organizational sequence/pattern
- Each main point should focus on just one idea
- Each section of speech should be visually distinct through labels, spacing, or bullets.
- The points should include all needed supporting materials, coordinated in a logical manner
 - sources of the supporting material
 - external transitions between main points

- A conclusion that includes all 4 functions

In other words, **your submitted outline or draft should be a complete version of your speech** in note or manuscript form.

Submission of the outlines helps to make sure that you are fully prepared on your day of presentation, which is likely to help you do better, and can enable the instructor to give you more specific and useful feedback. Grading will be based on timeliness (2 points) and completion (3 points).

COM210: Speech Assessment Form

(Based on the Nat Com Assoc's Competent Speaker Evaluation Form & Eight Public Speaking Competencies & Criteria for Assessment. © 2007.)

	Unsatisfactory 0-6 pts	Satisfactory 7-14 pts	Excellent 15-20 pts
Chooses/narrows a topic appropriately for the audience & occasion and communicates the specific purpose/thesis accordingly	Speaker presents a topic &/or focus not appropriate for the purpose, time constraints, or audience, and most of the audience may have difficulty understanding precisely the speech's purpose	Speaker presents a topic &/or focus appropriate for the purpose, time constraints, and audience, and communicates the specific purpose/thesis in a way that at least most audience members are likely to understand the speech's purpose	Speaker presents a topic &/or focus exceptionally appropriate for the purpose, time constraints, and audience, and communicates the specific purpose/thesis in a way that all audience members are likely to clearly and easily understand the speech's purpose
Provides supporting material (incl presentation aids as needed) appropriate for the audience and goals, with proper oral citation	Supporting material is only vaguely related to the thesis of the speech, and the variety is either too great or too little to do anything to make the speech particularly effective	Supporting material is logically linked to the thesis of the speech, and is of such quality that it adds a measurable level of interest to the speech	Supporting material is unarguably linked to the thesis of the speech, and is of such quality that it decidedly enhances the credibility of the speaker and the clarity of the topic
Uses an organizational pattern, including transitions, appropriate to the topic, audience, occasion & purpose	Speaker fails to use an introduction that engages the audience or conclusion that reinforces speech content, and fails to provide a logically organized speech body	Speaker uses an appropriate introduction that engages most of the audience and conclusion that adequately reflects speech content, & speech body that provides a reasonably clear progression within and between ideas	Speaker uses an exceptional introduction that engages the audience and conclusion that clearly reflects speech content, & speech body that provides an exceptionally clear and logical progression within and between ideas
Uses language appropriately & effectively.	Speaker uses unclear or inappropriate language that is marked by jargon and/or insensitive terminology.	Speaker chooses language appropriate to the audience, and language that is reasonably clear and vivid.	Speaker chooses language appropriate and sensitive to the audience, language that enhances audience comprehension and enthusiasm for the speech, and language that adds a measure of creativity.
Uses vocal variety in rate, pitch & intensity to heighten/maintain interest, and uses physical behaviors that support the verbal message	Speaker cannot be heard or understood (maybe because frequent nonfluencies/disfluencies interfere with the message), and the speaker fails to use acceptable postures, gestures, facial expressions, or eye contact with nonverbal behaviors that are incongruent with or that detract from the verbal message.	Speaker makes acceptable use of vocal variety in a conversational mode, showing only limited weakness in pace, volume, or pitch that does not detract from the overall quality, and speaker demonstrates acceptable posture, gestures, facial expressions, and eye contact that generally support and/or do not detract from the verbal message.	Speaker makes exceptional use of vocal variety in a conversational mode that is well-paced and easily heard, and speaker demonstrates exceptional posture, gestures, bodily movement, facial expressions, and eye contact that support the verbal message.

“Peer” Critique: We can learn a lot about what works and what doesn’t in public speaking and about the kind of speaker we want to be by listening constructively and critically to other speakers. Practice constructive and critical listening by completing a critique of another student speech – an informative speech about Ramadan - found [online](#). It will be submitted in Brightspace/D2L, where you will find both the speech video and a form (labeled as a quiz because that’s a quirk of the platform) asking you the following questions:

1. What was the speaker’s thesis or central idea?
2. How did the speaker make the topic relevant to her audience – or why did she suggest this was important for them to know?
3. What were the speaker’s main points?
4. What kinds of supporting material did the speaker use? (Offer 2-3 specific examples.)
5. Did the speaker use oral citations to enhance the credibility of her content?
6. What did you think of the speaker’s delivery (vocal and nonvocal sound and appearance)? What was something she did well? What was something she might have done better?
7. What do you think the purpose was in her use of visuals? Did she handle the visuals well (were they smoothly integrated into the speech and clear in their message?)

Self-Critique: Public speaking skills are not easily mastered in one or two, or even four, speeches. They are improved bit-by-bit over time, and even experienced and polished speakers have room for improvement (and will have “bad” days!). To make small improvements with every speech you give, it’s important to be self-reflective and review your strengths and weaknesses. A realistic self-critique of your last speech is the first step in preparing for your next speech. After you have delivered your informative speech, you should complete a self-critique. It will be submitted in Brightspace/D2L, where you will find a form (labeled as a quiz because that’s a quirk of the platform) asking you the following questions:

1. Overall, were you satisfied with your speech? Why or why not?
2. What did you think of your delivery?
3. Were you confident during your delivery? Were you more nervous or less nervous than previous speeches?
4. What audience feedback did you receive during or after delivery of the speech?
5. Did you try any new techniques, either in the preparation phase or in your delivery? If so, what did you think? What lessons can you extract?
6. Do you think you made an effort to relate the speech to your audience?
7. As you presented, did it feel organized, or did it sound different to you as you gave it then you expected it to?
8. If you had a second chance to do the speech, what would you do differently?

Grading will be based on thoughtful completion. Responses need to be realistic and developed. No one-word answers. No easy responses of “it was perfect.”

SEMESTER CALENDAR AND DEADLINES ON THE NEXT PAGE!



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

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Spring 2023 Calendar

	Mondays	Wednesdays	Fridays
Jan Wk1	23: Introductions & Overview / play Brainspin	25: Syllabus Review & Discussion	27: Speech anxiety / watching "Ray's on TV" • Chapters 1-2 due
Feb Wk2	30: Supporting material / interview the classmate you'll introduce • Chapters 6-7 due	1: Organization / playing In a Pickle • Chapters 8 & 10 due	3: Delivery • Chapter 13 due Quiz: bring device to take quiz in D2L, pen to take on paper. If sick, you've until 8:10 to complete quiz online.
Feb Wk3	6: Speech of introduction	8: Speech of introduction	10: Speech of introduction
Feb Wk4	13: Audience adaptation / cereal box redesign • Chapters 4-5 due	15: Word Choice / playing Hink Pink, Befudium, & Tell Me Without Telling Me • Chapter 11 due	17: Practice speaking through playing Rhetoric Quiz: bring device to take quiz in D2L, pen to take on paper. If sick, you've until 8:10 to complete quiz online.
Feb Wk5	20: Special Occasion Speeches / watching "Pet the Bunny" • Chapter 19 due	22: Extemporaneous delivery / watching Election (clip) • Chapters 9 & 12 due	24: CLASS IS VIRTUAL TODAY! (PROF. @ NCA) Quiz: you have until 8:15am to complete quiz online. Listening & Feedback • Chapter 3 due Videos + worksheet in this week's space in D2L; completion = attendance *Tribute speech outline due by midnight Feb. 26 in D2L
Mar Wk6	27: Tribute speech	1: Tribute speech	3: Tribute speech
Mar Wk7	6: Narrative / watching TED • Review chapter 8 & Chapter 21 due	8-3: Midterm exam: bring device to take exam in D2L or pen to take on paper. If sick, log into both D2L AND WebEx (on camera) to complete exam	10: Impromptu speaking / playing Long Story Short
Mar Wk8	13: Spring Break	15: Spring Break	17: Spring Break
Mar Wk9	20: Informative speaking / sample speeches • Chapter 15 due	22: Presentation aids / playing Express Yourself • Chapter 14 due	24: Answering questions / playing Jobstacles • Chapter 24 due Quiz: bring device to take quiz in D2L, pen to take on paper. If sick, you've until 8:10 to complete quiz online.
Mar Wk10	27: Informative speech workshop → come with questions, drafts, resources Peer-critique due in D2L	29: CLASS IS VIRTUAL TODAY! (PROF. @ ECA) Business presentations • Chapter 20 due Videos + worksheet in this week's space in D2L; completion = attendance	31: CLASS IS VIRTUAL TODAY! (PROF. @ ECA) Online speaking • Chapter 23 due Videos + worksheet in this week's space in D2L; completion = attendance *Informative speech outline due by midnight Apr. 2 in D2L
Apr Wk11	3: Informative speech	5: Informative speech	7: Informative speech
Apr Wk12	10: Informative speech	12: Informative speech	14: Persuasion • Chapter 16 due Self-critique due in D2L
Apr Wk13	17: Monroe's Motivated Sequence / creating persuasive "commercials"	19: Monroe's Motivated Sequence / creating persuasive "commercials"	21: Persuasion • Chapter 17 due Quiz: bring device to take quiz in D2L, pen to take on paper. If sick, you've until 8:10 to complete quiz online.
Apr Wk14	24: Persuasive speech workshop → come with questions, drafts, resources *Persuasive speech outline due by midnight Apr. 25 in D2L	26: Persuasive speech	28: Persuasive speech
May Wk15	1: Persuasive speech	3: Persuasive speech	5: Persuasive speech
May Wk16	8: 8:30-10:30, Final exam: bring device to take exam in D2L or pen to take on paper. If sick, log into both D2L AND WebEx (on camera) to complete exam		

IMPORTANT! The number of credits earned for a class is based on the number of contact/meeting hours for the class, which includes all class meetings immediately before and during breaks and the two-hour assigned time during final exam week. Please ensure you make your travel arrangements accordingly; early departures or late returns to campus around these times are not acceptable reasons for missing class, rescheduling exams, or submitting work late.