

COM210 Fundamentals of Public Speaking, Spring 2022

Instructor Contact: Name: Dr. Knopf [“nope”] (she/her/hers) --you can also call me C.K.

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Class Meetings: Sect 001: MWF 8:00-8:50am
VanHoesen B134A

Sect 002: MWF, 9:10-10am
VanHoesen B134A

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

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|--|--|
| •Delivery: Verbal, nonverbal, & presentation aids | •Language Use: Clarity & interest |
| •Comm Apprehension: Definition, management | •Introductions & Conclusions: Functions & content |
| •Research: Finding & using supporting materials | •Speech Genres: Special, informative, & persuasive |
| •Structure: Organizational strategies & transition use | •Persuasive strategies: Rhetorical theories & proofs |

Student Learning Outcomes: Demonstrate professionalism in communication by exhibiting proficiency in oral discourse. In a manner appropriate to the audience and occasion, students will demonstrate the ability to produce a coherent message that:

- 1) chooses &/or narrows a topic & clearly communicates the specific purpose (in introductory and concluding remarks)
- 2) supports the thesis and orally cites supporting material [research a topic & develop an argument]
- 3) deliberately uses organizational patterns, with transitions, to develop 2-4 main points [organize supporting details]
- 4) uses language effectively for oral style
- 5) uses vocal variety in rate, pitch and intensity to heighten and maintain interest and use physical behaviors that support the verbal message.

And to evaluate oral presentations according to the same criteria.

Required Materials:

- Gamble & Gamble, *Public Speaking Playbook, 3rd edition* -any format
- Notebook for class
- Blackboard access
- Index cards, recommended

Assignments & Grade Distribution:

Speech of introduction “elevator pitch”	(15%)	Midterm exam	(5%)
Online interview	(15%)	Final exam	(10%)
Informative speech	(15%) + outline (5%)	Speech critiques	(5%x2)
Persuasive speech	(15%) + outline (5%)	Participation	(5%)

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

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%

Grade Policies: If you *find an error* in grading, bring it to CK’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. *Extra credit is available in conjunction with regular work, such as participating in post-speech Q&A sessions, bonus questions on exams and homework, by paying close attention to the course information provided. Extra credit is **not** available to replace for missed work. You can also email the professor a gif of how your semester is going for an extra 2 points, if you read this before Week 6. Late work is not accepted.

Attendance: Attendance is recorded but attendance itself is not graded. If you miss class or skip work, you do so at your own risk. Attendance is recorded and factored into your Participation grade, but attendance itself is not graded (ie, there are no excused/unexcused absences). If you miss class or skip work, you do so at your own risk.

If you miss class, email any work due by class time for full credit, refer to the syllabus (this document!) to see what is due during the class you miss, what topics and/or activities are planned for the class you miss, what work is coming up due in the next class(es), and what instructions are available for any assignments you should be working on. If any PowerPoints are used in class, they will be in the “Class PowerPoints” folder on Blackboard. Keep up with the readings & use the support materials as needed.

****If you're absent on a speech day,** you need to contact CK as soon as you know you will not be in class. You should deliver your speech through WebEx if you are able, but alternative accommodations will be made with reasonable notice of emergency. -If you don't notice you've missed a speech until after grades are recorded, it is too late to make up that work. Email the professor a picture of something you love for an additional point if you understand your attendance responsibilities by Week 6 of the semester.*

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)

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.

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)

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.

What Diversity, Inclusion, Access, & Non-discrimination Mean in this Class: Speech is free, so make it matter – make it valuable and worthwhile. 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 speech 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 speakers, 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 (considerations for which will be taught in the class).

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)

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.

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

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

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).

☀ In the interest of overall wellbeing, as long as SUNY and/or the college requires mask-wearing, everyone in the class is required to wear masks properly over the nose (over the bridge, not hovering at the tip) and the mouth for every class. This is a matter of respect to those who are immunocompromised or have other increased risks related to COVID and/or are living with or caring for people who may be immunocompromised or at risk. Repeated reminders will negatively impact your participation grade.



Coursework:

Participation

Public speaking is about speaking and listening. You need to be present, prepared, on time, engaged, and respectful to maximize your success in the course. Occasional absences are not a problem – and are expected, given COVID. Frequent absences (like more than 6 classes), late arrivals, and/or early departures are disruptive to your success and to the class as a whole.

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 – and taking notes is easier.

Exams

There will be a midterm and final exam. They will be multiple-choice/matching/fill in the blank. They will be open book because it is more important that you know where to correctly find the information to help you develop solid speech presentations than it is that you memorize information. The midterm is 50 questions. The final is 100 questions. Both will be on Blackboard during, and only during, class because of COVID.

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 has demonstrated that the act of preparing for a test and actually taking the test and retrieving information is a great boost to memory. Exams are not just a measurement instrument, they are also an important learning instrument. Exams are a clinically 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. Study quizzes on Blackboard can be helpful for preparation.

Speech Analyses/Critiques

This course will help you to become better public communicators and more discerning audiences for spoken messages. Careful, critical, attention to other speeches and presentations you hear can, in turn, help you to improve your own speaking. To this end, you will complete two formal, guided, speech analysis exercises in class. Specific instructions – given as a form to complete – will be provided in class during the days indicated in the course calendar. Grading will be based on the completeness of your responses and the accuracy of the support you provide for your assessment (ie, correct usage of course terminology and concepts), not on whether the professor agrees with your opinion of the speech.

Speeches

You will give 4 graded speeches in class this semester. Speeches will be delivered live during class. It will take multiple class periods for everyone to present their speeches; assigned days will be rotated with each speech. Treat your assigned day with the seriousness of an exam – something to be missed *only if necessary*. (Presenting via WebEx is also an option in extenuating circumstances, such as quarantine.)

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 rubrics used for the speeches are found below. You can use it a sort of self-checklist as you prepare your speeches. See the appropriate folders in Blackboard for additional resources, examples, and instruction to help you complete your speech assignments.

Speaking for Employment – Speeches 1 & 2

For your first two speeches, you will need to search job or internship advertisement (the Handshake account you have from the school can be a great resource). Find TWO ads for positions that you would be interested in – they can be related to your major, your dream job, or just the kind of thing you might do for part-time work or summer income (this can include positions similar to jobs you might currently have in retail, food service, etc). Save copies of the ads for your use and print them to provide to the instructor – see course calendar for submission deadline.

Speech of Introduction “Elevator Pitch”

Speeches of introduction, in general, may introduce someone else (like a keynote speaker or special guest) to an audience or introduce one's self to an audience. In either case, the goal is to heighten the audience's interest in and attention to that person. An “elevator pitch” is a very particular kind of self-introduction in which you want to **promote yourself to a potential employer or other person of influence**. It's all about telling them who you are, what your strengths, background, and skills are, and what your goals are. The name comes from the idea that if you happened to be in an elevator with a person who could change the course of your career for the better, you'd have limited time to speak with them before those elevator doors open and they're gone. Usually, elevator pitches range from 30 seconds to about 2 minutes. For this assignment, you'll create and deliver a 2-4 minute “elevator pitch” to a (hypothetical) prospective employer.

The speech should:

- Be delivered extemporaneously
- Have well-constructed introduction and conclusion
- Contain 2-4 distinct main points that are relevant to the kinds of work and qualifications outlined in the job ads you selected
- Be honest; do not lie about your achievements or background – keeping it realistic is better preparation for life outside the classroom
- Not use any visual aids

Online Interview

We all know that online oral communication increased during the pandemic. Work, meetings, classes, and even social gatherings were conducted through Zoom, WebEx, MS Teams, FaceTime, Skype, and other formats. What you might not know is that some of this was already happening. Job searches were already increasingly happening through interfaces like Skype to make them cheaper and faster. Online education, both synchronous and asynchronous, has existed for more than 20 years. The pandemic didn't introduce online oral communication, it just normalized it - so even while we are able to resume many face-to-face activities, much of what was moved online is likely to stay online, especially job interviews.

For this speaking assignment, you will attend class on your assigned presentation day via WebEx. Your presentation will be to answer a series of typical interview questions, along with a few questions based on the job ads you submitted. Think of it like a semi-impromptu extension of your elevator pitch. You can prepare notes for likely questions (such as: why do you want to work for us, what your strengths, what are your weaknesses, describe a time you faced a problem or a challenge...), but you won't know exactly what you'll be asked until you attend.

This presentation should:

- Consider professionalism in dress
- Practice good "production" concerns of being online
 - Lighting
 - Framing
 - Angle
 - Sound
 - Background
- Be honest; do not lie about your achievements or background – keeping it realistic is better preparation for life outside the classroom
- Have any appropriate visuals prepared if they are desired by you (not required) and there is an opportunity to use them
- Be preceded by a copy of your resume, submitted to the professor on the date in the course calendar

Informative Speech

&

Persuasive Speech

Informative and persuasive speaking are both information/research heavy speeches – and persuasive speaking is arguably the most difficult kind of speech to compose and present. Therefore, these two assignments are linked to A) help make your workload more manageable, and B) emphasize the important differences between informative and persuasive communication.

Both speeches will use the same broad topic, but have different goals and, therefore, different approaches to or angles on the topic. This topic *must* be one of the following:

- An issue or cause you care about.
- An organization, group, or charity you belong to or support.

For the **informative** speech, your task is to give a presentation that will help your classmates better *understand* the issue, cause, group, organization, or charity.

For the **persuasive** speech, your task is to advocate for action appropriate to the topic – in other words, ask your audience to get involved or do something for or about it. Several different kinds of examples are provided below for how to approach these assignments. Make sure the goal is specific and reasonable for your audience. (And remember, persuasion isn't necessary if your audience already agrees with you or is already doing what you want them to.)

You can use some of the same information/research/resources in both speeches, but you should treat each presentation separately. Don't assume your audience remembers everything, or anything, from your informative speech when you give your persuasive speech. *SEE EXAMPLES BELOW*

BOTH speeches should:

- Be delivered extemporaneously
- Have well-constructed introduction and conclusion
- Offer 2-4 developed main points, with use of transitions
- Use a minimum of 4 reputable sources of research, identified with oral citations
- Include a variety of supporting material types
- Be tailored to your specific audience of fellow SUNY Cortland students
- Be 7-8 minutes long
- Be accompanied by a completed outline (see below)
- Use visuals if appropriate and beneficial – not required

Examples of different topics and approaches

Topic: The baseball team

Informative speech: provide information about the baseball team, such as its history, training, current players... Keep in mind what your audience might already know and what they might not yet know.

Persuasive speech: Ask audience to support the team by attending games, contributing to a fundraiser, or other appropriate activity, and why they should support the team. Don't forget to tailor reasons for involvement to audience needs, wants, interests.

Topic: Autism

Informative speech: explain what autism is, such as symptoms, diagnosis, different conditions in the spectrum, and/or treatment. Keep in mind what your audience might already know and what they might not yet know.

Persuasive speech: ask audience to support Autism Speaks by providing information about the organization and what it does, ways to get involved, and why they should. Don't forget to tailor reasons for involvement to audience needs, wants, interests.

Topic: Racism

Informative speech: teach the audience about the history of the Black Lives Matter movement – when and why it started and by who, what its goals are. Or, information about the history of anti-Asian sentiments and policies in the US.

Persuasive speech: ask audience to support #BLM or #StopAAPIHate by providing information about different ways people can get involved and why they should. Don't forget to tailor reasons for involvement to audience needs, wants, interests.

Topic: Mental Health

Informative speech: information audience about a particular condition, or information about the history of mental health diagnosis/treatment.

Persuasive speech: ask audience to break mental health stigmas by taking certain actions such as changing their language (casual use of mental health terms such as OCD), or to improve their own mental health by going to therapy or practicing meditation, or to support mental health organizations such as To Write Love on Her Arms, with specific information on how to take action and why. Don't forget to tailor reasons for involvement to audience needs, wants, interests.

Outlines

With both the informative & persuasive speech, you will submit a copy of your preparation outline or speaking notes with your presentation. (See chapter 9 for how to outline.) 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 – suggest that the first line of each main point be a clear statement of what it is.
- Each section of speech should be visually distinct through labels, spacing, or bullets (ie, don't make it one giant long block of text – most of the time people do this, they've skipped a lot of the speech components)
- The points should include all needed supporting materials that are coordinated and subordinated in a logical manner
 - sources of the supporting material
 - external transitions between main points
- A conclusion that includes all 4 functions
- *For extra credit:* label the parts of your speech (ex. attention getter, specific purpose, credibility statement, preview of main points, transitions, main points, rhetorical devices, efforts to connect to audience, different types of supporting material [stats, testimony, definitions...], oral citations, conclusion signal, restatement of purpose or call to action, recap of main points, closer/wow-statement)

Grading will be based on timeliness (2 points) and completion (3 points). If you want assistance developing your speeches prior to presentation, *early* submission of an outline is beneficial (and might even result in extra credit)

TIP: If you choose to write your entire speech out for your **preparation** outlines (note: your presentation outlines – what you use to present – should not be fully written; extemporaneous speaking requires outlines composed mostly of key words and phrases with very few full sentences), a single page, double-spaced, in 12-pt Times New Roman font = about 2 minutes as spoken. So a 7-8 minute speech would be about a 3-4 page paper.

Rubric for Online Interview

1 – needs improvement, 2 – satisfactory, 3 – excellent

Speaker was prepared	1	2	3
<input type="checkbox"/> On time for interview			
<input type="checkbox"/> Submitted job ad copies on time			
<input type="checkbox"/> Submitted resume on time			
Speaker made every effort to manage online presence	1	2	3
<input type="checkbox"/> Was well-lighted Avoid bright backlight Try to get light on face			
<input type="checkbox"/> Had appropriate camera angle Not angled from below or above – use books or other items to prop devices up as needed)			
<input type="checkbox"/> Thought about framing Minimize background distractions Sit or stand an appropriate distance from the camera to fit head & shoulders in shot			
<input type="checkbox"/> Managed sound quality as much as possible Try to choose a relatively quiet location Avoid outdoor areas where wind and cars can interfere with mic			
<input type="checkbox"/> Tested equipment and interface prior to beginning			
Answers were appropriate for a professional setting	1	2	3
<input type="checkbox"/> Language			
<input type="checkbox"/> Content			
Answers were tailored for the job(s) selected	1	2	3
Speaker demonstrated good delivery skills	1	2	3
<input type="checkbox"/> Rate was easy to understand			
<input type="checkbox"/> Volume was easy to hear			
<input type="checkbox"/> Eye contact negotiated looking at camera and monitoring audience			
<input type="checkbox"/> No distracting verbal or nonverbal fillers			
<input type="checkbox"/> Sounded conversational			
<input type="checkbox"/> Had good posture – expressed confidence & professionalism			

Total ___/15

Rubric for Elevator Pitch, Informative Speech, Persuasive Speech

COM210: Speech Feedback Form

(Adopted by C. Knopf from the Nat Comm Assoc's Competent Speaker Evaluation Form & the NCA Eight Public Speaking Competencies & Criteria for Assessment. NCA © 2007.)

See page 2 for descriptions of <i>unsatisfactory, satisfactory, & excellent achievement of each category</i>	<u>Unsatisfactory</u> 0-6 pts	<u>Satisfactory</u> 7-14 pts	<u>Excellent</u> 15-20 pts	<u>comments</u>
SLO 1 Chooses/narrows a topic appropriately for the audience & occasion and communicates the specific purpose/thesis accordingly				
SLO 2 Provides supporting material (incl presentation aids as needed) appropriate for the audience and goals, with proper oral citation				
SLO 3 Uses an organizational pattern, including transitions, appropriate to the topic, audience, occasion & purpose				
SLO 4 Uses language appropriately & effectively, including pronunciation, grammar & articulation				
SLO 5 Uses vocal variety in rate, pitch & intensity to heighten/maintain interest, and uses physical behaviors that support the verbal message				

General Comments:

Summative Score of Five SLOs _____/100

SLO1

★ **Excellent:** 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

✓ **Satisfactory:** The 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

▪ **Unsatisfactory:** The speaker presents a topic &/or focus not appropriate for the purpose, time constraints, or audience, and the majority of the audience may have difficulty understanding precisely the speech's purpose

SLO2

★ **Excellent:** The 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

✓ **Satisfactory:** 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

▪ **Unsatisfactory:** 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

SLO 3

★ **Excellent:** The 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

✓ **Satisfactory:** The 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

▪ **Unsatisfactory:** The 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

SLO 4

★ **Excellent:** The 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. Speaker also exhibits appropriate grammar and articulation, and correct pronunciation.

✓ **Satisfactory:** The speaker chooses language appropriate to the audience, and language that is reasonably clear and vivid. Speaker also exhibits appropriate grammar and articulation, with few pronunciation errors.

▪ **Unsatisfactory:** The speaker uses unclear or inappropriate language that is marked by jargon and/or insensitive terminology. Nonfluencies, disfluencies, and/or frequent errors in pronunciation interfere with the message

SLO 5

★ **Excellent:** The 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.

✓ **Satisfactory:** The 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.

▪ **Unsatisfactory:** The speaker fails to use vocal variety and fails to speak in a conversational mode, perhaps from excessive reliance on a manuscript, 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.

📖 = reading due for class

✍️ = written assignment due in/by class

🎮 = tentatively planned game/activity for class

🗣️ = Speech presentations

👁️ = day's topic/focus

☑️ = test

📺 = tentatively planned media for class

📢 = special announcements

Wk	<u>MONDAYS</u>	<u>WEDNESDAYS</u>	<u>FRIDAYS</u>
1	1/24: 👁️ Speech Types 📖 ch 1	1/26: 👁️ Speech Anxiety 📖 ch 2 🎮 C.A. therapy exercises	1/28: Listening & Ethics 📖 ch 3 +online article re "hate speech" 🎮 listening games
2	1/31: 👁️ Audience adaptation 📖 ch 4-5 🎮 Brainspin 🎮 cereal box designs	2/2: 👁️ Supporting material 📖 ch 6-7 🎮 Rhetoric	2/4: 👁️ Organization 📖 ch 8-10 🎮 In a Pickle
3	2/7: 👁️ Delivery 📖 ch 12-13 📺 Ray's on TV 📺 Election	2/9: 👁️ Visual aids 📖 ch 14 🎮 Express Yourself ✍️ SUBMIT JOB ADS-EXTRA CREDIT	2/11: 👁️ Special Occasion Speaking 📖 ch 19 📺 Pet the Bunny ✍️ SUBMIT JOB ADS-FULL CREDIT
4	2/14: 🗣️ Elevator Pitch: 10 students (see Blackboard for list) ✍️ SUBMIT JOB ADS- PARTIAL CREDIT	2/16: 🗣️ Elevator Pitch: 10 students (see Blackboard for list)	2/18: 🗣️ Elevator Pitch: 10 students (see Blackboard for list)
5	2/21: 👁️ Word Choice 📖 ch 11 📺 Legally Blonde 🎮 Hink Pink 🎮 Befudiom	2/23: 👁️ Business Presentations 📖 ch 20 🎮 Jobstacles	2/25: 👁️ Online speaking 📖 ch 23 📺 Effective Online Lessons
6	2/28: ☑️ Midterm Exam, chapters 1-14 + "speech article": on Blackboard during class time	3/2: 🗣️ Online interviews: 6 students (see Blackboard for list)	3/4: 🗣️ Online interviews: 6 students (see Blackboard for list)
7	3/7: 🗣️ Online interviews: 6 students (see Blackboard for list)	3/9: 🗣️ Online interviews: 6 students (see Blackboard for list)	3/11: 🗣️ Online interviews: 6 students (see Blackboard for list)
8	3/14: SPRING BREAK	3/16: SPRING BREAK	3/18: SPRING BREAK
9	3/21: 👁️ Informative Speaking 📖 ch 15 📢 come prepared if you want help with your speech	3/23: 🗣️ Informative Speech: 5 students (see Blackboard for list) ✍️ ALL INFORMATIVE OUTLINES DUE	3/25: 🗣️ Informative Speech: 5 students (see Blackboard for list)
10	3/28: 🗣️ Informative Speech: 5 students (see Blackboard for list)	3/30: 🗣️ Informative Speech: 5 students (see Blackboard for list)	4/1: 🗣️ Informative Speech: 5 students (see Blackboard for list)
11	4/4: 🗣️ Informative Speech: 5 students (see Blackboard for list)	4/6: 📢 Class Online – asynchronous, see Blackboard 📢 👁️ TBA	4/8: 📢 Class Online–asynchronous 📢 ✍️ Speech Critique #1, see Blackboard
12	4/11: 👁️ Persuasion 📖 ch 16 📺 Monty Python	4/13: 👁️ Monroe's Motivated Sequence 📺 As Seen on TV ads	4/15: 👁️ MMS 🎮 Props
13	4/18: 👁️ Persuasion, continued 📖 ch 17 🎮 Debatable	4/20: ✍️ Speech Critique #2 (in class) 🎮 Argue!	4/22: 📢 in-class workshop – assistance with, and time available, for developing or polishing final speech
14	4/25: 🗣️ Persuasive Speech: 5 students (see Blackboard for list) ✍️ ALL PERSUASIVE OUTLINES DUE	4/27: 🗣️ Persuasive Speech: 5 students (see Blackboard for list)	4/29: 🗣️ Persuasive Speech: 5 students (see Blackboard for list)
15	5/2: 🗣️ Persuasive Speech: 5 students(see Blackboard for list)	5/4: 🗣️ Persuasive Speech: 5 students (see Blackboard for list)	5/6: 🗣️ Persuasive Speech: 5 students (see Blackboard for list)
Fin	Section 001 (8am): M 5/9, 8:30-10:30 -- ☑️ Final Exam, chapters 1-17, 19-20, 23	Section 002 (9:10am): W 5/11, 8:30-10:30 – ☑️ Final Exam	

The final exam will be administered through Blackboard DURING the SPECIFIED EXAM TIME.