

COMM106 – Basic Principles of Speech: Spring 2010 with C. Knopf

Contacting Dr. K

Email: knopfcm@potsdam.edu

Office Hours: Tu/Th 2-3:30, & by appt.

Office Location: Morey Hall 248

Phone (267) 2883

Facebook: Facebook.com/profknopf

Outcomes/Description

As a General Education, FS, course, this class will improve your ability to:

a. develop clear and focused thesis statements that are appropriate for the time allocated, the audience, and the occasion

b. outline a speech with a clear thesis statement, main points, and sub-points;

c. identify demographic & situational factors that a speaker needs to know about an audience;

Towards these ends, you will give three graded speeches (informative, persuasive & special occasion). These speeches will be timed & audience-centered. Additionally, you will make small, in-class, presentations for practice.

d. understand the role of evidence (facts, statistics, examples, testimony) in developing a logical argument;

e. understand the role of speaker credibility (ethos) and emotional/motivational appeals (pathos) in building support for a speaker's ideas;

Towards these ends, you will be expected to conduct research for your speeches, and clearly incorporate this research into your speeches. Additionally, you will consider and discuss the evidence presented in speeches you'll watch on video. Also, you will be expected to establish who you are & why you are speaking as part of each speech introduction.

f. communicate in both verbal and nonverbal dimensions of delivery;

Towards this end, you will be evaluated on both verbal & nonverbal delivery in your speeches, and you will be provided with multiple in-class opportunities and activities (including games) to let you practice these skills.

g. recognize the similarities and differences between informative and persuasive speaking;

Towards this end, you will deliver informative, persuasive, and special occasion speeches, identifying appropriate audiences for each (to simulate "real world" speaking situations) and be expected to carefully construct purposes and arguments in manners appropriate for each genre and audience.

h. recognize the similarities and differences between written and oral communication;

Towards this end, you will learn about appropriate language style and rhetorical devices used in public speaking, and will be evaluated in your speeches for application of this style. In class activities (including games) will let you practice these skills.

i. recognize and practice ethical oral communication (emphasizing intellectual integrity of ideas, their accurate presentation, and proper citation).

Connected to the use of evidence in speeches, you will be expected to indicate within each speech where you got the information and/or ideas you are presenting. To emphasize the importance of this, plagiarism (or a failure to reveal your sources) will result in failure. To further demonstrate ethical speaking practices, you will be expected to choose your speech topic & purposes with the interests of your audience (not yourself) in mind.

j. use the library catalog

Toward this end, you will be expected to complete an annotated bibliography that includes 5 sources (no encyclopedias) and at least 2 of these sources must be found through the Crumb Library. You will also complete a number of Information Literacy tutorials through Blackboard, hosted by library faculty.

Materials Needed

- Public Speaking for College & Career, 9th ed. By: Hamilton Gregory. McGraw-Hill 2010. 978-0-07-7394066-7
- Computer access for the course Blackboard & ILT Blackboard (and optional Fb group)
 - Index cards & notebook – both useful but not necessary

Calendar

You are responsible for staying on top of the work in this class. Use this calendar to remind you of what is due when (I do not give reminders) and to see what you missed if you are absent from a class.

Date	Reading Due	Homework Due	Discussion Topic	Tentative Activity
Tu, 1/26	None	None	Course overview	
Th, 1/28	None	None		<i>Home Improvement</i> – “Look Who’s Not Talking”
Tu, 2/2	Chapter 2	Ch. 2 questions ILT: a	Handling nerves	<i>Everybody Loves Raymond</i> – “Rays on TV”
Th, 2/4	Chapter 14	Ch.14 questions	Delivery	<i>Saturday Night Live</i> clip, <i>Election</i> clip <i>Dr. Seuss</i> delivery practice
Tu, 2/9	Chapter 4	Ch. 4 questions	Audience analysis/adaptation	<i>The Persuaders</i> segment <i>Merchants of Cool</i> segment
Th, 2/11	Chapter 5	Ch. 5 questions	Speech Purposes & Theses	in-class writing & brainstorming
Tu, 2/16	Chapter 15	Ch. 15 questions ILT: b	Speaking to inform	Speech samples & discussion
Th, 2/18	Chapter 16	Ch. 16 questions	Speaking to persuade	Speech samples & discussion
Tu, 2/23	Chapter 19	Ch. 19 questions	Making group presentations	Group work time
Th, 2/25	Chapter 6	Ch. 6 questions	Finding information	Group work time
Tu, 3/2	Chapter 7	Ch. 7 questions ILT: c	Plagiarism & citing sources	Musical montage - lawsuits
Th, 3/4	Chapter 8	Ch. 8 questions	Using evidence to support ideas	<i>Red, White, & Blonde</i> clip
3/9, 3/11	None	None	SPRING BREAK	
Tu, 3/16	Chapter 10	Ch. 10 questions ILT: d	Organizing your speech	Group work time
Th, 3/18	Chapter 11	Ch. 11 questions Annotated Biblio.	Starting & ending your speech	Group work time
Tu, 3/23	None	Group Speech		Group Presentations
Th, 3/25	Chapter 13	Ch. 13 questions	Wording the speech	Befudiom game
Tu, 3/30	Chapter 12	Ch. 12 questions ILT: e	Extemporaneous speaking	Extemporaneous practice – speeches of introduction
Th, 4/1	Chapter 9	Ch. 9 questions	Using presentation aids	“Whose Line...?” improv game
Tu, 4/6	None	None	APRIL BREAK	
Th, 4/8	None	None	Your informative speeches	In-class workshop
Tu, 4/13	None	Informative Speech		Informative Speech Presentations
Th, 4/15	None	Informative Speech		Informative Speech Presentations
Tu, 4/20	Chapter 17	Ch. 17 questions ILT: f	Persuasive Strategies	<i>Monty Python & the Holy Grail</i> clip <i>Dinosaurs</i> – “Family Challenge” clip
Th, 4/22	None	<i>Festival</i>	NO CLASS	
Tu, 4/27	None	ILT: g	Persuasion	Argue! game &/or
Th, 4/29	None	None	Your persuasive speeches	In-class workshop
Tu, 5/4	None	Persuasive Speech		Persuasive Speech Presentations
Th, 5/6	None	Persuasive Speech		Persuasive Speech Presentations
Tu, 5/11	Chapter 18	Ch. 18 questions	Special occasion speeches	<i>Everybody Loves Raymond</i> – “Pet the Bunny”
Th, 5/13	None	ILT: h		Special occasion practice – awards p

Finals Week – dates and times TBA:

Special Occasion Speech

Grading

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

- Chapter questions = 16 points (1 point per chapter)
- Group Speech = 15 points (see rubric)
- Informative Speech = 20 points (see rubric)
- Persuasive Speech = 20 points (see rubric)
- Special Occasion Speech = 20 points (see rubric)
- Info Lit Tutorials = 4 points (½ point for each of 8 tutorials)
- Annotated Bibliography = 5 points (½ point for each of 5 sources, ½ point for each of 5 annotations)

Full assignment descriptions, instructions, explanations, and grading procedures are found in the accompanying “COMM106 Assignments Packet” available on Blackboard under the Syllabus menu option. *Be sure to read it carefully.*

Final Grades are broken down **in this class** as follows:

4.0 = 95-100 points	3.7 = 90-94 points
3.3 = 86-89 points	3.0 = 82-85 points
2.7 = 78-81 points	2.3 = 72-77 points
2.0 = 67-71 points	1.7 = 61-66 points
1.3 = 56-60 points	1.0 = 51-55 points
0.0 = 0-50 points	

Work that meets the minimum requirements of an assignment, is completed on time and displays average involvement with the course content is deserving of a 2.0. A 2.0 is a "satisfactory" grade that indicates the *minimum* has been achieved.

Higher grades are awarded to work that goes above and beyond the minimum standards to produce papers and presentations that reflect superior intellectual effort, excellence in critical analysis and overall creativity in the approach towards any given assignment. A 4.0 is attainable but will require much more than minimal effort.

Challenging a Grade

If you identify an error in grading, I am always willing to admit to a mistake and correct it.

If you want me to *reconsider* a grade, follow these steps:

- Wait at least 24 hours before deciding to seek reconsideration, but no longer than one week.
- Write a 1-2 page explanation of why the grade should be reconsidered, following the same guidelines for all written work, identifying what type of change you seek and providing a reasoned argument and evidence in support of that change. The burden of proof in any disagreement over evaluation of student performance rests with the student.
- Resubmit the original work (complete with grade & comments) along with the rationale.
- Allow two weeks for reconsideration. *Be aware that in reconsidering a grade, I may find that it earned a lower grade than it originally received.*
- Accept the final decision, whether the grade stays the same, is raised, or lowered. *I will reconsider each assignment only once.*

Due Dates/Late Work

LATE ASSIGNMENTS ARE NOT ACCEPTED. *If you know in advance you will not be in class when an assignment is due, turn it in early. If you wake up sick on class day, email me your assignment.*

Academic Integrity & Dishonesty

As stated in the Undergraduate Catalog, the following pledge is made on all academic work done by students at SUNY Potsdam. This pledge is regarded as an indication that you understand and have complied with the requirements and assignments as set forth by the course instructor and as stated in this Academic Honor Code. *“On my honor: I will not give nor receive any inappropriate assistance on any academic work in accordance with the SUNY Potsdam Academic Honor Code and the directions given to me by each course instructor”*

To plagiarize is to pass off *ideas or words of someone else* as your own or to use created productions without crediting the source. Any time you incorporate the words and/or ideas of another person into your work, whether from a book, a film, T.V., the Internet, or any other source, without giving their creator the credit, you have plagiarized. It is literary and intellectual theft when you present work that someone else did as being new and original.

I have a zero tolerance policy on plagiarism. In the event of plagiarism on a an assignment in this course you will A.) Definitely fail the assignment. B.) Possibly fail the course.

Therefore, you will be responsible for authenticating any assignment submitted in this course. I recommend that you keep copies of all drafts of your work, make photocopies and/or careful notes of research materials, save drafts or versions of assignments under individual file names on computer disks, etc. (This is a good practice for any and all classes. Not only will it protect you should you ever be accused of academic dishonesty, but it also protects you in instances of computer malfunctions, stolen bags, spilled coffee, and bad filing systems.)

Other forms of dishonesty or cheating are also not tolerated and will result in a failure of the assignment and/or class. If you think you are engaging in questionable behavior, you probably are, so either don't do it or seek clarification.

Incompletes

Incompletes, or other arrangements for course completion, can be planned only in advance to the semester's end in extreme circumstances with documentation. To receive an incomplete, there must be a serious *emergency* so late in the semester that there isn't time to make up what you miss. Incompletes are not granted because you partied the first 12 weeks of the semester and realized during the last 3 weeks that doing so wasn't such a good idea.

Attendance

There is no set number of “allowable” absences, but regular, timely, attendance is expected. *In-class work and assignments that are missed during an absence cannot be made up*, except in extreme circumstances with documentation.* This is especially true of presentations, because there is not enough time during the semester to reschedule speeches.

If you will be unable to present your speech on the assigned day because of an extreme circumstance, you must notify Dr. K. in advance in order to have the option of making alternative arrangements.

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

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

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

Classroom Behavior

Technology/Electronic Devices

Technology is permissible, and even welcome, in the classroom given the following:

- Your usage is polite. You are taught from kindergarten on that it is not acceptable to carry on personal conversations with others or to pass notes to people during class time. The same is true for the electronic versions of these (i.e., taking/making cell calls and texting).
- Your usage does not interfere with your performance in class. Multitasking is a fact of modern life, but if you're not good at Facebooking and listening at the same time, don't do it.
- Your usage does not bother your neighbors. Gaming, video viewing, downloading porn, etcetera may not be a distraction to you but may be a distraction to the people sitting near you. Phones and pagers should always be set to silent and should only be answered outside of the classroom.
- You are willing to apply your technology use to course materials in productive ways. Technology can enhance your learning, so if asked to look something up on the Web during class, please do so. *A refusal to use technology in the classroom as part of the class can result in revocation of technology use privileges.*
- You do not secretly record any portion of a class without seeking permission from all involved parties. (Not getting permission may have legal ramifications for you.)

Consider your technology use outside of class, too. If contacting me via email, be professional: use an appropriate and informative subject, address me politely, and use good Standard English.

Etiquette

The success of this course is directly related to the sense of community that we will develop in this classroom. Participation is essential to this process. I encourage you to share your views and listen to those of others. Debate and discussion are an important part of the learning process. While there will no doubt be disagreements, I expect the members of this community (including myself) to challenge ideas in a manner that reflects respect and recognition of opposing viewpoints without attacking individuals.

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. You can, however, earn two extra credit points, added on to your overall course grade, *right now* by printing, cutting off, truthfully filling out the statement below, and giving it to Dr. K.



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

understood it, and agree to observe it for the duration of my enrollment in the course. If there was any

part of the syllabus that I found troubling in any way, I have already spoken to Dr. Knopf about my

concerns.

Signature

Date

COMM 106 Assignment Packet
Descriptions, Instructions, and Explanations
(with grading rubrics)
for the Entire Spring 2010 Semester with Dr. K

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

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

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Chapter Questions

Worth 16 points total (1 per chapter)

Due as indicated on calendar

Instead of tests, quizzes, or exams in this class, you will be held accountable for reading the assigned textbook chapters, on time, by answering in writing a set of 5 questions at the end of each assigned chapter.

At the end of each chapter is a section entitled “Review Questions.”

Each person will be designated either an Even or an Odd, and will be responsible for answering those questions at the end of each chapter. (Evens will answer questions numbered 2, 4, 6, 8, and 10. Odds will answer questions numbered 1, 3, 5, 7, and 9.)

Answers must be provided on paper. They can be typed or handwritten, as you prefer. They must be completed on the days assigned.

At the start of each class, you will be paired up with a person who answered the other half of the questions, and together you will discuss each question and answer. Find out if your partner agrees with the answers you arrived at, and vice versa. You should also discuss any other aspects of the chapter that you found interesting or confusing.

While you are doing this, I will be walking around the room and checking to make sure each person has completed the assignment. You will receive 1 point for each set of questions completed on time.

These discussions will last approximately 10-15 minutes. After which we will come back together as a class, review any questions or disagreements that arose from your small discussions, and then move on to discussions and activities that will give you a chance to apply the text materials and your new knowledge of those materials.

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

Annotated Bibliography

Worth 5 points

All FS (First-Year Speaking) General Education classes must complete several information literacy assignments, including an annotated bibliography relating to one of your speech topics.

This assignment will help you to gather and evaluate information for use in your informative speech about a career.

An annotated bibliography is a list of accurate citations for a number of sources on a certain topic, and each citation is accompanied by a short description/evaluation of a source that helps someone to decide whether or not the source may be useful for their research needs.

Your bibliography for this assignment must:

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

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

- indicates what type(s) of evidence the source can provide for your speech **using the language for evidence found in your textbook, chapter 8** (statistics, testimony, examples, etc.)
- Be typed using 12-pt. Times New Roman or Courier font. It will double-spaced. Margins will be no larger than 1.25". Multiple pages will be stapled together.
- Use correct spelling and grammar. An average of more than two errors per page will negatively impact your grade.
- Use Standard American English conventions of language use. Basically, that means write like someone who is educated well enough to be in college. Written assignments are not text messages. If you do not write using complete words and complete sentences you will not get a passing score. If you think you could use some help with your writing I encourage you to make use of the College Writing Center.

Information Literacy Tutorials

Worth 4 points

Due as indicated on calendar

All FS (First-Year Speaking) General Education classes must complete several information literacy assignments, including a series of eight tutorials, hosted by Crumb Library through Blackboard. Instructions and guidelines for registering in the Info Lit Blackboard course, and for using it, are found on the Blackboard page for this class. Brief instructions are also found below.

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

- a) The Web vs. "Library" databases or, Unorganized vs. Organized information
- b) How to choose an appropriate search tool
- c) Developing a search vocabulary from a research question
- d) Database Results lists: What are you getting?
- e) Crafting a research question from a topic
- f) Format vs. Information Type
- g) Finding something on the shelf
- h) Plagiarism and Ethics of Information Use

NOTE: There are more Information Literacy Tutorials provided than you have to complete. Pay close attention to the titles of the ones you're doing so you don't make unnecessary work for yourself.

Directions for accessing and completing the tutorials:

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

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

Completing the Tutorials

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

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

Group Speech

Worth 15 points

Due March 23

Genre: Informative/Persuasive
Delivery: Manuscript (read from a complete text)
Length: 4-6 minutes – no longer than 6
Topic: What to do in Potsdam
Audience: The Potsdam community
Requirements: Every group member must speak

A common complaint about SUNY Potsdam and the town of Potsdam is that there is nothing to do. Your task is to deliver a speech that responds to this complaint.

[1] As a group, discuss the issue. Do you agree? Disagree? Why?

[2] Talk to other people outside your group (friends, teachers, roommates) to see what they think about life in Potsdam.

[3] Reach a consensus (all group members must agree and have input) about how you want to respond to the complaint. Some possibilities are: Making a proposal for a new activity (such as a skate park, performing arts center, arcade, etc.), demonstrating that there are things to do in Potsdam (canoeing, kayaking, hiking, local bands, etc).

[4] Decide on an appropriate specific audience. (For example, if you are proposing a new structure in the town, you may want to consider targeting the Town Board. If you are detailing activities that take place in the dorms, you should focus your speech on fellow Potsdam students. If you are talking about the local music scene, you might include a broader audience, but may need to limit it to people over the age of 21.)

[5] As a group, prepare and practice your speech, giving every group member a roughly equal portion of the presentation. Pay particular attention to transitions, not only between parts of the speech, but also between speakers.

In the professional world, you may often find yourself in the position of having to give presentations as part of a group, and you will definitely find yourself in the position of having to work with other people. This assignment helps you learn and refine the skills needed for each situation.

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

Group Speech Rubric

Names _____



	1 point	2 points	3 points
Inclusiveness	One main speaker; little participation from other group members	Most group members participate	Well-balanced participation by all group members
Organization	Not a cohesive presentation.	Each speaker was clear, but the speech did not hold together as a whole.	Organizational quality of content and speakers was clear and well executed.
Content	No recommendation, or no evidence given	Recommendation given, but not fully supported by evidence	Recommendation given, evidence well-chosen, explanation thorough
Audience	No consideration of another point-of-view	Response shows lack of understanding	Strongly responds to concerns, opinions, or obstacles in the target audience.
Delivery	No evidence of speech rehearsal.	Some evidence of preparation at the individual level but not as a group.	Group obviously practiced the speech together. Solid individual and group delivery.

Informative Speech

Worth 20 points

Due April 13 & 15

Genre: Informative
Delivery: Extemporaneous (from *brief speaking notes*)
Length: 4-6 minutes – no longer than 6
Topic: Career Day
Audience: High school seniors / College freshmen
Requirements: A minimum of 2 sources, *presentation aid optional*

It's Career Week in COMM106! Each person is going to give a short informative speech about his or her chosen career. (If you are unsure or undecided about that career, this is a great opportunity to look into one possibility in depth.)

You will compose this speech in a way that is appropriate for high school seniors and/or college freshmen – an audience who is considering career options. What do they need to know about this career? Some possible aspects to consider: education requirements, location and salary, availability, possibilities of growth or progress, rewards (emotional, monetary, physical), demands and expectations. –You may not have time to cover every aspect of the career, so focus on particular elements, especially ones that go together (such as education and expectations, or salary and growth potential, or location and availability).

You don't want this speech to be nothing but a series of facts and statistics. You probably didn't want to listen to that kind of speech when you were a high school senior. To make this speech optimally informative and interesting, it should be a combination of "cold" facts (such as salary range) and human interest (such as testimony or stories from people in the field and limited attention to your own interests, experiences, and/or motivations).

When doing research for this speech, you may want to take into consideration the fact that other people in the class are likely giving speeches on the same career. If you don't want your speech to sound like "everybody else's," don't rely on the same top hits from Google and the same Wikipedia articles. (*I will also try to schedule people with the same career on different days.*)

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

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

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

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

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

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

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

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

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

Persuasive Speech

Worth 20 points

Due May 4 & 6

- Genre:** Persuasive
Delivery: Extemporaneous (from brief speaking notes)
Length: 4-6 minutes – no longer than 6
Topic: College Improvement
Audience: The appropriate decision-making body
Requirements: A minimum of 3 sources, before beginning the speech state who your target audience is, presentation aid mandatory

Identify something you want to see changed at SUNY Potsdam. It can be anything from food service, to graduation requirements, to people not blocking driveways to talk to their friends.

Research the policy or practice. Your first step in a persuasive speech is understanding what it is you are trying to change. If you are focusing on General Education requirements, for example, read about them in the student and faculty handbooks, talk to professors, and learn more about what the requirements are and why they are in place. If you are focusing on bad driving habits in the parking lots, talk to commuters (including faculty) and find out what their experiences are in maneuvering parking at SUNY Potsdam. If you are discussing campus food, go to the college Web site and read about PACES, talk to people who work for them.

Once you have a complete picture of the issue, compose a speech, directed to the appropriate persons, that responds to the interests of as many people as possible. You may need to find a compromise between your initial idea of what should be done and what you learned the limitations are on a certain policy. (For example, if you wanted to see the money that is spent on new campus buildings spent on hiring new teachers, you would learn that that is legally impossible for SUNY Potsdam to do.)

Sample Case: *Curly hates taking Gen Ed classes, so he plans to give a speech saying that there should not be any General Education requirements. After doing research about SUNY Potsdam's Gen Ed program, however, he learns that the state mandates that SUNY schools have a specific General Education program. He also learns that SUNY Potsdam maintains the integrity of the degrees it grants, in part, through its rigorous General Education courses. This means that Curly cannot realistically ask that the Gen Ed program be abandoned. He has other options, though. Curly could give a speech directed towards fellow students to convince them to be more proactive in understanding the General Education requirements, making completion of them easier. Or, Curly could give a speech that asks the General Education Committee to reduce (though not eliminate) the Gen Ed requirements, or to change the emphasis of some of the Gen Ed classes (such as PE, to put more emphasis on overall health) – as long as the program still met the state guidelines. Curly might also consider asking the school to change the registration process for some of the Gen Ed courses, for example to make it easier for Freshmen to get into the First Year courses. Or, Curly could give a speech targeting professors asking them to offer more courses that carry particular Gen Ed designators (Curly would need to talk to professors first in order to understand why they aren't already offering those classes.)*

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

- Make your message personally relevant to the audience.
- Clearly demonstrate how any change you propose will benefit the audience.
- Expect minor rather than major changes in your listeners' attitudes & behaviors.
- Demonstrate how an attitude or behavior might keep listeners from feeling satisfied & competent, thereby encouraging receptivity to change.
- Expect to be more successful when addressing an audience whose position differs only moderately from yours.
- Establish your credibility with the audience.
- Balance Reason & Emotion
- Construct Sound Arguments with Convincing Evidence

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

Special Occasion Speech

Worth 20 points

Due May during Finals Week

- Genre:** Special Occasion
Delivery: Extemporaneous (from *brief speaking notes*)
Length: 4-6 minutes – no longer than 6
Topic: Hometown Heroes
Audience: People in your local community (depending on speech setting)
Requirements: A minimum of 1 source
Before beginning the speech, indicate what your hometown is and what the occasion/setting for the speech is.

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

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

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

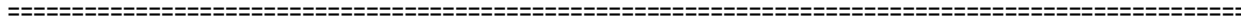
A special occasion speech is one that is prepared for a specific occasion & for a purpose dictated by that of that occasion. Special occasion speeches can be either informative or persuasive or, often, a mix of both. However, neither of these functions is the main goal; the underlying function of a special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

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

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Special Occasion Speech Rubric

Student Name _____

**Introduction - 3 POINTS**

gained attention
 clear purpose statement
 established credibility

*. 0.3 pts**. 0.6 pts**1 pt*

Unconvincing	Acceptable	Compelling
Unconvincing	Acceptable	Compelling
Unconvincing	Acceptable	Compelling

Body – 5 POINTS

tone of speech proper for occasion
 content was appropriate for the audience
 organizational pattern that clarifies key ideas
 created a vivid, memorable image about topic
 strong use of colorful, emotional language

Unconvincing	Acceptable	Compelling
Unconvincing	Acceptable	Compelling
Unconvincing	Acceptable	Compelling
Unconvincing	Acceptable	Compelling
Unconvincing	Acceptable	Compelling

Conclusion – 3 POINTS

indicated closure
 summarized main theme
 creative

Unconvincing	Acceptable	Compelling
Unconvincing	Acceptable	Compelling
Unconvincing	Acceptable	Compelling

Delivery – 7 POINTS

adequate volume
 clear rate & articulation
 vocally expressive
 well-rehearsed
 calm demeanor
 strong eye contact
 effective gestures

Unconvincing	Acceptable	Compelling
Unconvincing	Acceptable	Compelling
Unconvincing	Acceptable	Compelling
Unconvincing	Acceptable	Compelling
Unconvincing	Acceptable	Compelling
Unconvincing	Acceptable	Compelling
Unconvincing	Acceptable	Compelling

Audience Analysis – 1 POINT

met emotional needs of the audience

Unconvincing	Acceptable	Compelling
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Other – 1 POINTS

interesting & creative topic

Unconvincing	Acceptable	Compelling
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Potsdam Festival Extra Credit Option

During the week of April 19th, SUNY Potsdam is hosting its Academic Campus Festival. This year's theme is "Footprints in the North Country: Pathways on the Planet."

For those of you who are not familiar with it, the Festival is an event held every three years which involves numerous special lectures, performances, presentations, and other events by presenters from on and off campus. The two main days of the Festival are Thursday and Friday April 22 and 23.

We will not be having class on Thursday April 22nd so that you all have a chance to attend at least a portion of the Festival.

The schedule of events is available online at

<http://www.potsdam.edu/academics/specialprograms/campusfestival/index.cfm>

To encourage you take advantage of this opportunity, I am offering an extra credit option to coincide with the Festival.

You can choose to attend any event being held and write a critique of the presentation, using what you have learned in this class as the standard by which to evaluate the Festival Presentation.

If you choose to do this, you will hand in a short, type-written, paper that *first* tells me what presentation you attended, who spoke, and what it was about. *Then*, you will evaluate the presentation qualities, including the introduction & conclusion, the organization, the relevance/connection to the audience, the strength of the content/evidence, the delivery – both verbal and nonverbal, and the handling of any presentation aids that were used. (Use the informative/persuasive speech grading rubric as a guide – you might even take a copy with you to "grade" the presentation while you watch.) Your critique should explain what was done well and what you think could have been done better and why/how.

Depending on the strength of your paper, you can add up to 5 points to your final grade, which can raise it one to two levels.

Papers should be typed, double-spaced, using 12-pt Times New Roman or Courier font, on white paper with 1-1.5" margins. Papers should follow Standard American English usage (write like someone who is educated enough to be in college) and should be proofed for spelling and grammatical errors (your word-processing program can help with this). Please staple multiple pages together before handing in.