<u>**COMM106: Basic Principles of Speech**</u> with Dr. Christina Knopf ("Dr. K.")
Contact: Morey248 Tu/Th 3:30-5:00 & Wed 11-12:30 {knopfcm@potsdam.edu, facebook.com/profknopf, 267-2883}

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;
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, in addition to the use of reasoned arguments (logos)
f. communicate in both verbal and nonverbal dimensions of delivery;
g. recognize the similarities and differences between informative and persuasive speaking;
h. recognize the similarities and differences between written and oral communication;
i. recognize and practice ethical oral communication (emphasizing intellectual integrity of ideas, their accurate presentation, and proper citation).
j. use the library catalog

*Additionally, this particular section has been structured to help prepare you for the kinds of communication you might experience in your professional field.

Texts & Course Materials:
● <u>DK Guide to Public Speaking</u> by Lisa A. Ford-Brown
● Syllabus **&** Assignment Packet   ● 4x6 notecards (recommended, not required)

Grading:	● Demonstrative Speech:	25%	● Persuasive Speech:	25%
	● Informative Speech:	25%	● Information Literacy:	25%

Full assignment descriptions, instructions, explanations, and grading procedures are found in the accompanying "Assignments Packet."

Final Grades are broken down **in this class** as follows:
● 4.0 = 95-100 ● 3.7 = 90-94 ● 3.3 = 86-89 ● 3.0 = 82-85 ● 2.7 = 78-81
● 2.3 = 72-77 ● 2.0 = 67-71 ● 1.7 = 61-66 ● 1.3 = 56-60 ● 1.0 = 51-55   ● (0.0 = below 51)

Work that meets the minimum requirements of an assignment, is completed on time and displays average involvement with the course content is deserving of a 2.0. A 2.0 is a "satisfactory" grade that indicates the *minimum* has been achieved. Higher grades are awarded to work that goes above and beyond the minimum standards to produce papers and presentations that reflect superior intellectual effort, excellence in critical analysis and overall creativity in the approach towards any given assignment. A 4.0 is attainable but will require much more than minimal effort.

Challenging a Grade: If you identify an error in grading, I am always willing to admit to a mistake and correct it. If you want me to *reconsider* a grade, follow these steps:
● Wait at least 24 hours before deciding to seek reconsideration, but no longer than one week.
● Write a 1-2 page explanation of why the grade should be reconsidered identifying what type of change you seek and providing a reasoned argument and evidence in support of that change. The burden of proof in any disagreement over evaluation of your performance rests with you.
● Resubmit the original work (complete with grade & comments) along with the rationale.
● Allow two weeks for reconsideration. Accept the final decision. *I will reconsider each assignment only once.*

Due Dates/Late Work: LATE ASSIGNMENTS ARE NOT ACCEPTED. *If you know in advance you will not be in class when an assignment is due, turn it in early. If you wake up sick when something is due, please email it by class time.* All due dates are on the course calendar.

Extra Credit: Extra credit will not be available as an end-of-semester option to make-up-for or replace work that you did not do throughout the semester. There will be one extra credit opportunity available to all students; it will take the form of a final "exam," but can only help, not hurt your grade.

Attendance: This is a live, non-virtual, non-mediated, speech communication course. Being present is necessary to communicate. Regular, timely, attendance is expected. Attendance is a job skill: failure to report to work on time can result in lost income, inability to be promoted, or termination. If you cannot consistently be present, on time, for class, you should consider withdrawing. You must be present on speech days, except for documented emergencies or college-sanctioned events or for religious observances with notice.

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 the Academic Honor Code.

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 &/or ideas of another person into your work, no matter what the medium/source, without giving their creator the credit, you have plagiarized. It is literary and intellectual theft when you present work that someone else did as being new and original. This includes user-generated content on sites like Wikipedia. *I have a zero tolerance policy on plagiarism. In the event of plagiarism on 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 &/or careful notes of research materials, save drafts or versions of assignments under individual file names on computer disks, etc. 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.

Technology/Electronic Devices: Technology use is permissible in the classroom IF:
- 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.
- 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. Be aware of and polite to people near you. Communication devices should always be set to silent & only answered outside the room.
- You are willing to apply your technology use to course materials in productive ways.
- You do not secretly record any portion of a class without seeking permission from all involved parties.

Consider your technology use outside of class, too. If contacting me via email, be professional: use an appropriate and informative subject, address me politely, and use good Standard English. Many (potential) employers will not be impressed by communication like, "hey-idk wuts du 2mrw. tia"

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

According to the National Association of Colleges and Employers *Job Outlook Survey*, employers rank communication skills above all other qualities they seek in job applicants.

87% of adult employees rate communication skills as very important to their jobs. No matter which career path you choose, you'll likely need public speaking skills. Consider:

- An accountant has the opportunity to explain recent changes in tax law to a group of investors. Impressed by the speech's clarity and the accountant's expertise, several audience members decide to become clients.
- A nurse wants to explain to her hospital's management team why high patient loads and long work hours justify the nurse's union strike threat. By making her case persuasively, she builds support for the union's position, and the two parties forge a contract agreement without a strike.
- A computer programmer has just finished coding an awesome new game, but needs to explain to potential investors what the commands are for playing it and why the game is likely to sell. By being able to competently demonstrate to a non-techie audience the ease of use and marketability the programmer gets the needed backing to sell the game internationally.

The speech assignments in this course are designed to be at representative of the kinds of speaking you would do outside the classroom (presentations about how beer is made, how to make an origami swan, or why drug use should be legal can be fun but are not quite the kinds of topics most people find themselves presenting at work or in their communities. As such, the speeches will help you improve clarity (organization & language use), authority (credibility), argumentation (research & reasoning), sensitivity (audience analysis & adaptation), and confidence (delivery).

IF YOU ARE IN THE CHILDHOOD ED OR EARLY CHILDHOOD MAJORS:

When effective communication is missing, Teachers can misunderstand or be ignorant of students needs and expectations; furthermore students may not feel listened to or feel they are understood, and then they start acting out in other ways to get their needs met. Communication skills assist teachers in the following ways:

- teachers *and* their students feel more understood.
- aids mutual respect in the classroom.
- reduces conflicts (including between teacher and students
- clarifies teacher expectations and explains how students can meet them
- builds students' self-confidence and self-esteem, and yours too.
- ensures that you feel your students listen to you, and you to them
- allows everyone to feel safe to be themselves.
- makes the classroom experience more fun for everyone.

The public speaking assignments for the Childhood majors are based on real world examples of teaching responsibilities and duties that extend outside the classroom.

Readings

This class is structured so that you learn/review *all* the basics, building blocks, and tips for a perfectly executed speech *before* you have to give a complete presentation yourself. The reason for this is that I don't believe that "practice makes perfect." I believe that "perfect practice makes perfect." If you start giving speeches without knowing all the Dos and Don'ts, then you might be practicing, and reinforcing bad habits.

This course structure means that there is a lot of reading covered early in the semester. Our class time together during these early weeks will be the most productive and the most interesting if you do the assigned readings on time. (Due dates for each chapter are marked on the calendar.) Plus, the information in the book WILL help you a lot in preparing your speeches.

Extra Credit "Exam"

During finals week, at the time we have been assigned for our final exam, there will be an opportunity to earn extra credit. If you are one of the many people in the world who truly hate or fear giving speeches, this will be a chance for you to show off how much you know about the "basic principles of speech" without actually have to give a speech.

It will be a written activity in which you will be asked to answer questions about a provided speech. The more reading you've done and the more classes you've attended and the more attention you've paid, the better you will do.

NOTE: Even though this activity takes the form of an exam, will be done during the final exam week, and is mandatory, it cannot hurt your grade in the class.

Demonstrative Speech -5 minutes max, delivered with manuscript or notes (see rubric at end of pack)

The purpose of the demonstrative speech is to focus on speech basics: audience consideration, clear language, quality delivery, and the use of presentation aids. The emphasis is particularly on delivery and presentation aids. There is not a lot of time between the start of the semester and this speech, so the assignment also emphasizes the value of simplicity in preparing for a presentation. Though it is a graded assignment, the grading is designed to promote effort over perfection. This is sort of a warm-up speech, and is one with which you are encouraged to have fun.

Your task is to teach something to your classmates. It should be something simple (something that can be clearly taught in 5 minutes or less) and that can be taught more effectively with a presentation aid. Pick something that is of interest to you:
- If you like baking or cooking, you can't teach a whole recipe in a short time but you could teach a specific technique - like julienning vegetables, or kneading bread dough…
- If you are a musician, you can't probably teach a song in 5 minutes, but you could teach some basic element -like a common chord in pop music on the piano or guitar, or diaphragm breathing…
- If you're a crafty person, you might demonstrate an easy way to thread a needle, a chain stitch in crochet, a blanket stitch in sewing, an easy origami form…
- If you're into science, you could teach something chemical, biological, geological, or meteorological –like the distinction between a tropical storm and a hurricane, rocks common to St. Lawrence County, or what's in food preservatives…
- If sports are your thing, you might be able to demonstrate a proper weight lifting technique, running form, or ideal batting stance…

Hopefully by now you get the idea.

When you have selected your topic, you should also think about how to make your lesson stronger with the use of a presentation aid. As you'll learn, a good presentation aid enhances or clarifies your verbal message – but should not be absolutely necessary to giving your speech.

You will be able to deliver this speech from a manuscript (the other two speeches in this class will be delivered extemporaneously – from brief notes). You will need to rehearse and work on dynamic delivery skills and practice using your presentation aid.

You <u>must</u> also come up with a **quick** assessment to gauge how well your audience learned the material you presented – such as a couple quiz questions, a show of hands, or a short activity.

Informative Speech Options: 8-12 minutes long, delivered extemporaneously (see rubric at end of pack)

Each person will have class time to meet and work with the instructor one-on-one on developing your speech before it is due. The reserved classes are marked on the calendar and sign-up for specific time slots will take place during class meetings. You must bring in a draft of a full manuscript for the first meeting and a draft of your speaking notes for the second meeting. These drafts are not graded, but failure to have a draft or to show up for your meeting will result in the speech grade being lowered one level (eg: no manuscript draft takes the highest possible grade from a 4.0 to a 3.7, if there is also no speaking notes draft the highest possible grade then drops from 3.7 to 3.3).

Childhood/Early Childhood Majors: Recognizing the multiple career paths students have who are majoring in Childhood Education, there are several options available to you for you the Informative Speech Assignment. Select ONE (1) of the following choices for your speech.

✓ You are teaching <u>at your hometown school</u>. It's the start of a new school year and it's Open House at your school. Explain to the <u>parents *and* children</u> your teaching philosophy, providing them with an overview of how their curriculum is going to be structured. Your speech should be supported with pedagogical research (including things like statistics, and expert & peer testimony), examples of success with similar approaches in other schools, Your speech should also be appropriate for both the adults and the children in the audience, containing information and statements that will be of interest to both groups.

✓ As part of a special extra-curricular educational series, you are leading a tutorial for children about Internet safety. Select an age group for your talk (7-9, 10-12, 13-15, 15-17) and construct an age-appropriate informative presentation on the dos and don'ts of online activity. Your presentation should be supported with real-world examples that will both make sense to and hold the interest of your age group.

✓ You are your school's representative for New York State United Teachers and need to explain to your colleagues and administrators how to use the new NYSUT "teacher practice rubrics" for the New York State Teacher Standards, found online at <u>www.nysut.org/files/NYSUT_Teacher_Practice_Rubrics.pdf</u>. You will need to present research about the state standards, about NYSUT's mission and goals, and provide information from people who have used it (consider interviewing some of the faculty in the School of Education). You are not arguing for or against the state standards or the rubric, but are simply making a "how to" presentation for your colleagues to effectively use the resource. (*If you are concerned about the treatment of teachers, the structure of the modern education, and/or are interested in advocacy on behalf of teacher and educational concerns, this is a great option for you.*)

✓ You are teaching your favorite book to a class. Select a grade (1-6) and present a short lesson about the book. Keep your presentation focused. There are different approaches you can take and different components to consider including (and these will vary depending on the book), such as: What's it about? Who wrote it? Why was it written? When was it written? What does it teach? What symbolism does it have? Who are the characters? What genre is it in? What kind of illustrations does it have? Who did the illustrations? Your lesson should be appropriate for the grade (if you know something about the required curriculum for a particular grade, maybe you can even tie it in to state requirements or other subject areas). Your lesson must include resources beyond your own thoughts.

All other majors:

✓ Basic computer skills are not only necessary to many jobs now, but also for socializing, shopping, travelling, and more. As a result, most people will find themselves at some point either having to learn a new technology or related skill or having to teach it to someone else. With this is mind, you will give an informative speech about some kind of information or entertainment technology. {*cont. on next page*}

This can be something related to your hobbies (like gaming) or to your professional goals or to your major (ex: one student gave a speech about how computer & digital technology has changed the field of archeological research). **A number of topics and approaches have been pre-approved by the professor and are listed on the chart below. If you want to give a speech not listed there, it must be approved in advance**. (This is a good choice for techies, gamers, or anyone who wants to know more about technology.)

TECHNOLOGY	HOW TO	DEFINING	ABOUT
Wikis	- How to create or use a Wiki	- What Wikis are	- Benefits & problems of Wikis - Development of - Different types
Web 2.0	- How to use	- What it is	- Impact on society - Impact on business - Impact on government - Development of
Internet Literacy	- How to improve	- What it is	- Internet literacy programs
Second Life	- How to use it	- What it is	- Educational uses - Governmental uses - Psychological or social effects
MMORPG, First-Person Shooter, or **other game types**	- How to get involved/play	- What they are	- Different games - Particular strategies or skills - Social aspects - Development of
Social Gaming	- How to play particular game(s) – like Farmville, Mafia Wars, etc.	- What it's all about	- Strategies of social games - Development/history of - Why people get addicted
Library/reference databases	- How to use them	- What they are	- How they differ from the Web - Benefits to research
Intellectual property on the Web	- How to avoid plagiarism or felonies - How to protect own work	- What people need to know	- Penalties for violations - History of problems
Web censorship		- What it is	- History of - Actions for and against - Problems with - Concerns about
Presentation software (ex PowerPoint)	- How to use well	- What options are available	- Problems associated with - Benefits of
Blogging	- How to blog	- What is a blog	- Benefits or problems of blogs - Well known blogs
Career/discipline software/tech (ex digital design programs, word processors, stat analysis, GPS…)	- How to use particular technology in your field	- What the tech does	- How it developed - When/where it's used

✓ Select and research a topic and target audience that is relevant to either your future career or to a job you now hold. You will deliver a speech directed to a group of coworkers, employers, new hires, or students in the field. Your task to teach, advise, or train them about a given policy, procedure, practice, product, technique, technology, equipment, or resource – as appropriate to the job/career. (This can be a good option not only for those of you working your way through college but also for anyone who is undecided about a career because it will give you a chance to research a possibility and do some simulated work in the field.)

Persuasive Speech: 8-12 minutes long, delivered extemporaneously (see rubric at end of pack)

Again, each person will have class time to meet & work with the instructor one-on-one on developing your speech before it is due. Failure to have the required drafts will result in a lowered speech grade.

Childhood/Early Childhood Majors: Recognizing the multiple career paths students have who are majoring in Childhood Education, there are several options available to you for you the Persuasive Speech Assignment. Select ONE (1) of the following choices for your speech.

✓ It's about midway through the school year and as part of a Parent-Teacher Night you are meeting with the parents of your students to give them an update – a progress report – of how things are going. From your perspective, everyone in the class would benefit from more parental involvement in the education process. Therefore, you need to gently convince the parents of things they can, and should, be doing at home to help their children succeed. Be sure to select a particular grade level –and, if appropriate, maybe a particular subject – in developing your speech. Your arguments should be structured on pedagogical research (such as statistics and expert & peer testimony), examples of particular activities, and success stories and also need to recognize concerns of the parents. They will not likely respond well if they think you are criticizing their parenting. Many may have little time outside of work – potentially holding multiple jobs just to pay the bills. Some may not have access to the latest computer technology, or the money to purchase games or supplies. Others believe teaching is your job, not theirs. Etc.

✓ President Obama has supported the idea of year-round schooling (for example, see this article www.huffingtonpost.com/2010/09/28/obama-school-year-should-_n_741338.html). You agree, and as an education specialist in the North Country you want to begin a campaign for area schools to adopt this program. Select any local, North Country, school district as your starting point and prepare a persuasive speech for the Board of Education and Parent-Teacher-Association to convince them to switch to year-round, or extended, school years. Your arguments should be structured on pedagogical research (such as statistics and expert & peer testimony), financial research, and examples of other comparable schools doing this successfully, and also need to recognize concerns of the audience and practical obstacles. For example, many people object to year-round schooling because of district cost, child care complications, vacation/travel interference, and more. (You should come across some of these objections in your research.)

✓ You are a spokesperson for New York State United Teachers and you are in charge of speaking to the education committees of the state Assembly and Senate about one of the following issues:
● revisiting vetoed pension legislation for school districts
(www.nysut.org/cps/rde/xchg/nysut/hs.xsl/mediareleases_16773.htm)
● addressing the Board of Reagents decision about increasing the weight of standardized testing
(www.nysut.org/cps/rde/xchg/nysut/hs.xsl/mediareleases_16763.htm)
Your presentation needs to demonstrate understanding of the political and economic reasons behind these decisions while arguing in favor of the pension legislation and against the standardized testing policy. Your arguments should be based on evidence about economic benefits, pedagogical research, student success, district health, etcetera – as appropriate. (*If you are concerned about the treatment of teachers, the structure of the modern education, and/or are interested in advocacy on behalf of teacher and educational concerns, this is a great option for you*.)

All other majors:

See next page for options. ➔

All other majors:

✓ Many people are dissatisfied with social and political life. They are discouraged and frustrated that more isn't being done for the issues and groups about which they care. As the saying goes, "The world is run by those who show up." Part of being a community member –whether your community is your college, your workplace, your neighborhood, your town, or even the world- is getting involved. There are always lots of opportunities in our social and civic lives to get involved and to make positive changes in our lives and the lives of others – and not just by voting. Your task for this assignment is to present an actuative speech directed to your fellow classmates asking them to somehow take part in or support a cause or organization that you care about, belong to, or are interested in. An actuative speech is a particular type of persuasive speech that asks an audience not just to think or feel a certain way, but to do something – to _act_. Depending on your speech topic, your preferences, and what you learn through audience analysis, the action you can ask for could be things like: sign a petition, donate money or time, volunteer, join an organization, or other as appropriate. **You must be specific**. (This can be a great speech option for anyone interested in nonprofit work.)

✓ Tuning into current events can help you in college and in the workforce (for example, keeping up on business news and trends can help you in job interviews). For this speech option, you will research a current policy issue in the news (such as the anti-piracy legislation that could affect free and open information on the Web). With your fellow classmates as your audience, you will research, organize and present an argument about the issue – asking the audience to change their beliefs or to change/take action on the issue. Your argument should consider audience concerns/objections and acknowledge and address alternative perspectives. (This might be a good choice if you are politically-minded or are interested in news media.)

✓ Research a product (wacky, obscure, significant, or heavily developed products will likely be excellent options for fun and depth in research). It can be a product currently on the market, and invention not yet available for mass market sale, or a product that was sold at one point in history but is no longer available. You will then present a sales pitch to your classmates for this product. Your pitch can be focused either on getting people to purchase the product or to invest in it. Aspects of the product to consider in developing your main points include, but are not limited to, the development of the product, the varied uses of the product, the market/potential market of the product, its functions, its benefits, its possibilities… (This would be a great option for anyone interested in advertising, marketing, or public relations.)

Information Literacy Assignments

Information Literacy is part of all FS (freshman speaking) courses. There are two requirements set out by General Education that we must complete: an Annotated Bibliography and a series of "Information Literacy Tutorials" the library runs through Moodle.

Annotated Bibliography: 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. (*See example below*.) For your annotated bibliography, you will find and examine five sources about communication skills, practices, and or responsibilities that are involved in your chosen or potential career field (consider the information presented in chapter 17 of your textbook).

Your bibliography for this assignment must:
- First state the topic, which is you chosen/potential career
- Include at least 5 sources
    - 2 sources must be found through the SUNY Potsdam Libraries (marked w/ an asterisk* or star★)
    - Not include any encyclopedias, including Wikipedia.
- Be cited in MLA or APA format – the library and the library's webpage offer resources that demonstrate these styles
- Have 1-2 paragraph annotations for each source that BOTH describes and critiques the source:
    1. The description should indicate what kind(s) of material/information the source contains –**using the actual terms for supporting materials found in chapter 4 of your textbook** (such as statistics, testimony, examples, etc.)
    2. The critique should consider the quality and reliability of the source, taking into consideration the guidelines offered in chapter 3 of your textbook
- Be typed, double-spaced, using 10-12-pt. font.
- Use correct spelling and grammar.
- Do NOT copy your annotations from any other source. Plagiarism will not be tolerated.
- Organize your sources alphabetically by last name. Organize your bibliography as Source-Annotation, Source-Annotation.

Cornell Univ has an excellent resource to help you with this assignment, at http://olinuris.library.cornell.edu/ref/research/skill28.htm.

Example of source with annotation. (Note: This example is for a different topic than your assignment.)

Topic: Technology in Archeology

★Maier, Thomas. (1995, March 5). Archeology goes high tech; Forget archeological digs; todays techniques leave every stone unturned. *The Montreal Gazette.* Retrieved from www.lexisnexis.com.

This is a news article written for a Canadian newspaper in 1995. It discusses how changes in archaeological techniques and technology are revolutionizing the way archeologists investigate sites and artifacts. It specifically mentions ground penetrating radar, DNA, and images by space shuttles as means for archeological research that create minimal disturbance to a site. The author also cites high profile **examples** in which these technological advances have been applied, such as the discovery of the lost city of Ubar (discovered through radar imaging by a NASA space shuttle). The article relies on multiple **testimonies** by anthropologists, archeologists and historians. As a news article, it appears to be a credible and objective source; the research done by the author is well referenced and of good quality, though for research about technology it might be a little outdated at 16 years old.

Each source & notation will earn up to 5 points - 1 for the source, 2 for the descriptive component and 2 for the critical component – for a total of 25 points.

There are also 7 required tutorials for FW/FS (you might be doing these or have done these for another class) on Moodle. You are automatically enrolled for these tutorials. You must work through each tutorial and then take the related quizzes. The grades you earn on the quizzes do not factor into your grade for this course, BUT: If you earn more than 75% on a quiz, it will earn you an extra point on the Information Literacy component of your grade. AND, for each tutorial you do not complete it will cost you a point on the Information Literacy component of your grade.

Speech Rubrics – for reference in preparing speeches

DEMONSTRATIVE RUBRIC (25 POINTS)		
Presentation aids were easily accessible to everyone in the audience	1	2
Presentation aids enhanced the clarity of the speech	1	2
Presentation aids were handled smoothly	1	2
Presentation aids were adequately prepared	1	2
Speech could have been successfully delivered without presentation aids	1	2
Language was appropriate for oral style	0	1
Speech was appropriately tailored to the interests and knowledge of the audience	0	1
Speech met the time requirements	1	2
Speaker used an appropriate evaluation method to check audience comprehension	0	1
The audience demonstrated learning (according to speaker's own evaluation)	1	2
Speaker volume was adequate	0	1
Speaker rate was steady and easy to follow	0	1
Speaker used vocal variety (infusing speech with emotion and conversational quality)	0	2
Speaker was fluid, demonstrating adequate rehearsal	0	1
Speaker used consistent eye contact	0	2
Speaker used gestures and facial expressions appropriately	0	1

INFORMATIVE & PERSUASIVE RUBRIC (100 POINTS)

Each item worth 1-4 points.   *1 point = element is absent from the speech*
4 points = element is clearly, accurately, and completely executed/included

Did I tell the audience the **specific purpose** of the speech?	1	2	3	4
Did I connect to the audience or raise **interest**?	1	2	3	4
Did I **preview the main points** of the speech?	1	2	3	4
Did I introduce myself & reveal **credibility** for the speech?	1	2	3	4
Did I use an appropriate **organizational pattern** with 2-5 **distinct main pts?**	1	2	3	4
Did I use **connectives/transitions/signposts**?	1	2	3	4
Did I use **oral style?**	1	2	3	4
Did I incorporate **sensory language** &/or **rhetorical devices**?	1	2	3	4
Did I use 3 or more **quality sources of supporting material**?	1	2	3	4
Did I use **oral footnotes**, & give names/authors of sources in the speech?	1	2	3	4
Did I use info/arguments that were **appropriate to my audience**?	1	2	3	4
Did I use info/arguments that were **relevant & interesting to my audience**?	1	2	3	4
Did I deliver the speech **extemporaneously**?	1	2	3	4
Did I speak **loudly enough** to be easily heard by everyone?	1	2	3	4
Did I speak **slowly & clearly enough** for everyone to easily follow along?	1	2	3	4
Did I demonstrate **vocal variety** & a conversational quality to my voice?	1	2	3	4
Did I speak **fluently**, proving that I had rehearsed the speech?	1	2	3	4
Did I use **gestures** while speaking?	1	2	3	4
Did I make **sustained eye contact** while speaking?	1	2	3	4
Did I **avoid using too many distracting habits**?	1	2	3	4
Did I give the audience a **cue** that the speech was coming to an end?	1	2	3	4
Did I **restate what the specific purpose** of the speech was?	1	2	3	4
Did I **recap the main points** of the speech & avoid introducing new ones?	1	2	3	4
Did I end the speech with an **appropriate statement/sentiment**?	1	2	3	4
Did my speech meet **the time requirements** of the assignment?	1	2	3	4
BONUS: If I used a **presentation aid**, was it useful & handled well?	0	2	3	4

Tu, 1/24 – Chapter 17: On the Job

Th, 1/26 – Section 1: Audience & Purpose

Tu, 1/31 – Chapters 9 & 10: Delivery

Th, 2/2 – Section 5: Listening & Evaluation

Tu, 2/7 – Chapters 8 & 13: Words & Informative

Th, 2/9 – Demonstrative Speeches

Tu, 2/14 – Demonstrative Speeches

Th, 2/16 – Section 2: Research

Tu, 2/21 – Section 3: Structure

Th, 2/23 – Individual meetings (have speech manuscript)

Tu, 2/28 – Individual meetings (have speech manuscript)

Th, 3/1 – View & discuss samples

Tu, 3/6 – Delivery Practice

Th, 3/8 – Speech Analysis

Tu, 3/13 –NO SCHOOL (Spring Recess)

Th, 3/15 –NO SCHOOL (Spring Recess)

Tu, 3/20 – Informative Speech

Th, 3/22 – Informative Speech

Tu, 3/27 – Informative Speech

Th, 3/29 – Section 7

Tu, 4/3 –NO CLASS (Dr. K @ ISA convention) If not yet complete, use time to finish Info Lit tutorials on Moodle so they're done by finals.
Th, 4/5 -????

Tu, 4/10 –NO SCHOOL (April Recess)

Th, 4/12 – Individual meetings (have speech manuscript)

Tu, 4/17 – Individual meetings (have speech manuscript)

Th, 4/19 – Individual meetings (have speech manuscript)

Tu, 4/24 – Group work: Playing Devil's Advocate

Th, 4/26 –NO CLASS (Dr. K @ ECA conference)

Tu, 5/1 – Persuasive Speech

Th, 5/3 – Persuasive Speech

Tu, 5/8 – Persuasive Speech

Th, 5/10 – Persuasive Speech
Finals Week: Annotated Biblio & Moodle Tutorials, EXTRA CREDIT "EXAM"