

## COMM106: Basic Principles of Speech

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Office hours: Tuesday & Thursday 12:45-3:30

### Outcomes/Description

As a General Education, FS, course, this class will improve students' ability to<sup>♦</sup>:

**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 your informative, persuasive, and special occasion speeches on the same general topic, only changing the purpose and arguments of each speech. This will help to clarify the differences among genres and will allow you to demonstrate your understanding of these differences.

**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 (Wikipedia is not allowed) and at least 2 of these sources must be found through the Crumb Library.

### Course Materials

Required: iSpeak 2008 ed., by Nelson, Titsworth, & Pearson. ISBN: 978-0-07-338508-2

Recommended: twelve 4x6 index cards (or equivalent size pieces of paper)  
dedicated notebook & folder

<sup>♦</sup> Outcomes are defined by & taken from the General Education Requirements 2008-2009.

## Assignments

LATE ASSIGNMENTS ARE NOT ACCEPTED except in extreme circumstances with documentation. (Note: Extreme circumstances are things like college sanctioned events, hospitalization, serious illness, religious observances, or death in the immediate family. They do not include events like hangovers, colds, roommate disputes, flues, funerals, romantic troubles, vacations, weddings, various appointments, work conflicts, or exams and papers in other classes. Documentation must come from official sources like coaches, doctors, lawyers, or clergy. They are not notes from your parents.)

If you know in advance you will not be in class when an assignment is due, turn it in early.

*I don't like being rigid about deadlines but they are a fact of life and there's no good reason why this class should be any different. In the working world, lateness carries serious consequences - from having to make-up for missed time, to reduced pay, to termination. Besides, it's not fair to the people who made the effort to do the work on time to pretend the deadlines don't matter.*

## SYLLABUS QUIZ

5 POINTS

On the second day of class you will take a 10-question, short-answer quiz about the syllabus. It is "open book" but you will not have unlimited time to complete the quiz, and so you must review the syllabus prior to coming to class. This quiz is designed to ensure that you review the syllabus and acquaint yourself with due dates and class policies; this will improve the chances you have of completing the course successfully. The syllabus is a contract between you and me. It outlines my expectations for you and provides guidelines for a productive semester, while giving you the chance to withdraw from the course if you are not willing to meet those expectations. Through being quizzed on the syllabus, I hope you will understand its importance in this course.

## HOMEWORK & IN-CLASS ACTIVITIES

10 POINTS

On nearly every class day there will be a small activity designed to demonstrate the public speaking skill being discussed that week and/or to let you practice your own skills. These activities range from games to worksheets to mini-presentations. Some of them require a little preparation outside of class. All of them can be found on the course calendar in this syllabus. Activities that require doing some work at home are marked as "DUE." Activities that use only scheduled class time are marked as "IN-CLASS." One point is awarded for each of the activities you complete or take part in fully. You will see there are more than 10 activities scheduled, and additional ones may be added as the semester progresses; this provides you with an opportunity to earn extra credit or to make up for days you might have missed.

## ANNOTATED BIBLIOGRAPHY

10 POINTS

This assignment will help you to gather information for your speeches. 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.

- ◆ It should include no fewer than five sources. Two sources must be from the Crumb Library. Wikipedia will not count as a source.
- ◆ The sources should relate to your chosen topic.
- ◆ Citations should be in MLA or APA format (the library offers online resources to help with this)
- ◆ Annotations should be single paragraphs 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. Indicate what type(s) of evidence the source can provide for your speech (statistics, testimony, examples, etc.)
- ◆ Assignment will 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.

- ◆ Spelling and grammar will be correct. An average of more than two errors per page will negatively impact your grade.
- ◆ You will 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.

### INFORMATIVE SPEECH

20 POINTS

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

20 POINTS

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

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## SPECIAL OCCASION SPEECH

20 POINTS

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

*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.*

## FINAL EXAM

15 POINTS

Your final exam will be based on the reading. Doing the reading will greatly help you in preparing your speeches and participating in class activities. Additionally, the exam offers those of you with terrible stage fright a private way of showing your mastery of the course material.

The exam is 30 multiple choice questions, taken from the textbook's Web site.

[http://highered.mcgraw-hill.com/sites/0073385085/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/0073385085/student_view0/index.html)

For each assigned chapter, it is recommended you make your own notes about what the chapter was about, what questions you have, key ideas, etcetera so that you can contribute productively to class discussions.

To encourage you to make preparing for each class a habit, you have the option of doing the following:

For each assigned chapter, you **may** make notes about the chapter on *ONE 4x6* index card, or equivalent sized paper (front & back)

1. Turn this card into me (with your name on it) on the day the chapter is due.
2. I will then keep these cards until the next quiz or test, when I will...
3. Give them back to you for...
4. Your use during the exam.

\*This is an optional assignment. No credit is given for completing note cards. No credit is deducted for not completing them.

To take advantage of this very useful offer, you must act immediately. Offer expires regularly. **Cards will only be accepted on the day the chapter is due.** You may not turn them in later for any reason.

*This option exists to encourage you to a) come to class b) prepared; to accept them late would defeat this purpose.*

Please make note of the date and time the final exam for this course is scheduled, as attendance is MANDATORY unless this exam is the 2<sup>nd</sup> of 3 on a single day and you have gone through the proper channels to have the time changed. (As per SUNY Potsdam policies, a student must request rescheduling two weeks before the last day of classes. This request must be in writing and must be filed with the professor with copies to the department chair and the dean of the school(s) under whose jurisdiction the courses(s) in question is (are) offered. The appropriate dean has the final responsibility for the rescheduling of the examination(s). The rescheduled examination(s) must normally occur at a time during the final examination week.)

*Tell your mother, father, grandparents, aunts, uncles, siblings, cousins, significant others and anyone else not to buy you a ticket for a plane that leaves before the final exam time scheduled for this class. Tell anyone who might give you a ride away from Potsdam that you can't leave before the final session is over. Tell any potential employers that you cannot begin work until the final session is over. The final exam schedule for all of your classes is always available through Student information on the SUNY Potsdam Web site, so plan ahead.*

The college's Final Exam Policy can be found on page 48 of the Undergraduate Catalog (electronic PDF version available at [www.potsdam.edu/catalog](http://www.potsdam.edu/catalog)).

## Grading

Grades are earned by you, they are not awarded or deducted by me. You start this class and every assignment at "zero;" you should understand each grade as being a level of achievement, rather than a level of loss. (That is to say, don't ask "What did I lose points on?" instead ask "How could I have earned more points?") When you get scores on assignments I'm not *giving* you a grade, you're earning it.

*Part of my job, and part of what you're paying for, is an honest evaluation of what you do. Sometimes you may not like what you hear, and I'll try to tell you how well you did in the most positive way I can think of, but you can't improve unless you know what mistakes you're making or what weaknesses you have as well as what you're doing well. I prefer intrinsic motivations, and therefore, am frankly not a fan of giving a lot of graded assignments. I believe this extrinsic reward is too often the only motivation for students to complete assignments, which takes attention away from the ultimate goal of individual and community growth through learning. A college education should be viewed as a privilege and an opportunity to become informed and scholarly. However, for lack of a better system and a larger population recognizing that even non-graded assignments are important, grades will be assigned in this class.*

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

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.

Wherever appropriate, I use rubrics to grade work in this class. Not only do rubrics make the grading process more efficient by saving time, to help get your work back to you faster, and ensuring consistency from student-to-student and from day-to-day, but they also should help to make my expectations clear to you. Take advantage of the information and insight they provide you by using them to check your own work in advance of submission. They are attached to this syllabus.

If you do not complete all the work for this class, you might not pass the class. Do the work; make your life simpler.

Grades are broken down in this class as follows:

4.0 (A)	96-100	2.0 (C)	67-70
3.7 (A-)	91-95	1.7 (C-)	61-66
3.3 (B+)	86-90	1.3 (D+)	57-60
3.0 (B)	80-85	1.0 (D)	51-56
2.7 (B-)	76-79	0.0 (F)	0-50
2.3 (C+)	71-75		

## Academic Integrity

To plagiarize is to pass off ideas or words of someone else as your own or to use created productions without crediting the source. It is literary and intellectual theft when you present work that someone else did as being new and original. If you use the un-credited words or ideas of another source (including the Internet) you will fail the assignment and possibly the course. *If you aren't concerned by how much you personally lose by plagiarizing, consider how much it sucks when someone else takes credit for your idea or your effort, and remember that if you're tempted to deliberately plagiarize or simply do sloppy work.*

Other forms of dishonesty or cheating are also not tolerated and will result in a failure of the assignment and/or class. These include, but are not limited to: using non-sanctioned notes on an exam, using electronic devices to get answers for an exam, copying others' assignments, using work from "paper mills," turning in work from another class without seeking permission from me and the other instructor. . . . If you think you are engaging in questionable behavior, you probably are, so either don't do it or seek clarification.

For these reasons, students in this course will be responsible for authenticating any assignment submitted to the instructor. If asked, you must be able to produce proof that the assignment you submitted is in fact your own work. Therefore, 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.) In addition to requiring a student to authenticate his/her work, I may employ other means of ascertaining the authenticity or originality of your assignments – such as engaging in internet searches, requiring students to explain their work and/or process orally, etc.

*For additional information on Academic Integrity and Standards at SUNY Potsdam, see page 41 in the Undergraduate Catalog (electronic PDF version available at [www.potsdam.edu/catalog](http://www.potsdam.edu/catalog)).*

## Attendance

Attendance is mandatory! If you cannot be to every class on time, then you should not take this class. 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.

*I know many students think mandatory attendance in college is a drag or is unfair. After all, you're paying for college so you should have the right to show up or not. That's why I don't have a set grading policy regarding attendance. BUT attendance is mandatory and not showing up to class will impact your grade on multiple levels. Attendance is mandatory and is graded in many classes for a variety of reasons:*

- *As instructors we are the sort-of "guardians" of your college education. We have a responsibility to maintain the integrity and reputation of SUNY Potsdam. If you want your diploma to mean anything, we have to set standards - otherwise, you might as well buy a diploma through one of those Internet offers.*
- *Showing up is a big part of most things in life - socializing, voting, working... you have to show up. School's no different. You may face employers who have even stricter attendance policies than your teachers have, so think of attendance policies as part of your career preparation while in college.*
- *Your attendance impacts more than just you. Class dynamics and activities change drastically depending on the number of students in the room. When you sign up for the class, you are taking on a responsibility - to yourself, to your instructor, and to your classmates.*
- *If you don't come to class, you're wasting a lot of money.*

Late arrivals are frowned upon. Frequent tardiness is counterproductive and will be noted. In this case, you will be asked to either adjust your schedule so that you can be on time or to withdraw from the class. *Hey, I know sh\*t happens. We all have bad days, and I would rather see you arrive late, with wet hair, mismatched shoes, and only a gum wrapper to write on than have you miss the class completely - just don't make it a habit. I don't like to be so harsh, especially knowing that sometimes jobs or even other classes can create timing issues for some students, but a lot of "housekeeping" is done at the start of each class meeting and regular tardiness, no matter how justifiable, creates many problems.*

*And remember... I don't necessarily have to show up for class, let alone be on time, myself -but if I only appeared when I felt like it, you wouldn't appreciate my behavior.*

When you arrive late, please enter the classroom quietly at an appropriate moment, and take the first available seat. Do not make a lot of noise, do not interrupt to offer apologies, and do not intrude upon the entire class by searching for a seat you like or cutting across the front of the room. Being late is something that should cause some embarrassment – not be an opportunity for a grand entrance and 15 seconds of attention.

**I reserve the right to lower your grade if poor attendance or frequent tardiness have interfered with your performance in the course or have been disruptive to the class.**

If you feel that you have an important reason for missing or skipping all or part of class, that is your choice to make. Only you can weigh the costs and benefits of that decision and determine whether or not you are comfortable with the consequences. And only you are responsible for those consequences.

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

*Additional information regarding Attendance can be found on pages 49-50 in the Undergraduate Catalog (electronic PDF version available at [www.potsdam.edu/catalog](http://www.potsdam.edu/catalog)).*

### **R-E-S-P-E-C-T**

- ▶ Please keep a positive attitude. It will make things easier on everyone.
- ▶ Refrain from cussing in written work or *at me* (I don't mind if you swear in class, as long as it's not directed at another person & you are mindful of your classmates.)
- ▶ Please minimize class disruptions – this includes leaving the room, eating, doing non-class-related tasks, having inappropriate conversations with others, etc. *I can't eat a Big Mac during class, leave the room repeatedly to use the bathroom or make a phone call, send emails, text my friends, etcetera - and if I can survive class time without those things, so can you.*
- ▶ Electronic devices are not permitted during regular classtime. Text messaging, taking phone calls, playing computer games, listening to music, etcetera during class is inconsiderate to me and to your fellow classmates. Not all of us can even afford the luxury of owning such devices that allow for efficiency and multi-tasking, making their use during class not only rude but also insensitive.

- Tu. 1/20 *Course Introduction, Review of Syllabus, Discussion of Fears*  
 Th. 1/22 READ: Chapter 1 (optional 4x6" cheat sheet may be submitted for ch. 1 today)  
IN-CLASS: *Express Yourself!* Game  
Syllabus Quiz (open "book")
- Tu. 1/27 READ: Chapter 2 (optional 4x6" cheat sheet may be submitted for ch. 2 today)  
 Th. 1/29 DUE: Find a short *narrative* (see text) related to global warming. Present it to the class in your own words. This assignment demonstrates how creative use of evidence in speeches can add a "human element" to impersonal issues & provides you with low-stress speech practice.
- Tu. 2/3 READ: Chapter 3 (optional 4x6" cheat sheet may be submitted for ch. 3 today)  
 Th. 2/5 DUE: Bring in one or more *newspapers* or *newsmagazines* for use in class. (By the end of class you will choose a speech topic.)
- Tu. 2/10 READ: Chapter 4 (optional 4x6" cheat sheet may be submitted for ch. 4 today)  
 Th. 2/12 DUE: Bring 1-3 *magazines* of any genre.
- Tu. 2/17 No classes  
 Th. 2/19 READ: Chapter 5 (optional 4x6" cheat sheet may be submitted for ch. 5 today)
- Tu. 2/24 READ: Chapter 6 (optional 4x6" cheat sheet may be submitted for ch. 6 today)  
IN-CLASS: *In A Pickle* game  
 Th. 2/26 DUE: *Write* a specific purpose statement for your informative speech. (Typed to hand in.) *Present* an attention getting statement to the class about your upcoming speech. (Think of it like a teaser for a movie.)
- Tu. 3/3 READ: Chapter 7 & 9 (optional 4x6" cheat sheets may be submitted for ch. 7 & 9 today)  
IN-CLASS: Dance-instruction group presentation.  
 Th. 3/5 **HAND-IN**: Annotated bibliography.  
DUE: Dr. Seuss presentations
- Tu. 3/10 READ: Chapter 8 (optional 4x6" cheat sheet may be submitted for ch. 8 today)  
 Th. 3/12 IN-CLASS: *A-maze-ing Words* game
- Tu. 3/17 READ: Chapter 10 (optional 4x6" cheat sheet may be submitted for ch. 10 today)  
 Th. 3/19 IN-CLASS: Video speech evaluations
- Tu. 3/24 No classes  
 Th. 3/26 No classes
- Tu. 3/31 **PRESENT**: Informative Speech (be ready to present; speakers randomly selected)  
 Th. 4/2 **PRESENT**: Informative Speech (be ready to present; speakers randomly selected)
- Tu. 4/7 READ: Chapter 11 (optional 4x6" cheat sheet may be submitted for ch. 11 today)  
 Th. 4/9 IN-CLASS: New TV show promotion!  
 Video speech evaluations
- Tu. 4/14 **PRESENT**: Persuasive Speech (be ready to present; speakers randomly selected)  
 Th. 4/16 **PRESENT**: Persuasive Speech (be ready to present; speakers randomly selected)
- Tu. 4/21 IN-CLASS: Public Speaking games  
 Th. 4/23 Class cancelled.
- Tu. 4/28 READ: Chapter 12 (optional 4x6" cheat sheet may be submitted for ch. 12 today)  
 Th. 4/30 IN-CLASS: Awards Ceremony Speeches
- Tu. 5/5 **PRESENT**: Special Occasion Speech (be ready to present; speakers randomly selected)  
 Th. 5/7 **PRESENT**: Special Occasion Speech (be ready to present; speakers randomly selected)



**Informative & Persuasive Speech Rubric**
**Student Name** \_\_\_\_\_

**INTRODUCTION – 3 POINTS**

<b>Identify speech introduction</b> <i>Personal greeting and establishment/building of credibility apparent.</i>	Unconvincing	Acceptable	Compelling
<b>Strong attention getter</b> <i>Introduction secures attention and creates common ground.</i>	Unconvincing	Acceptable	Compelling
<b>Purpose clear in introduction</b> <i>Previews speech, makes the specific purpose and central idea clear.</i>	Unconvincing	Acceptable	Compelling

**STRUCTURE - 3 POINTS**

<b>Speaker competent communicator</b> <i>Understands and addresses audience needs.</i>	Unconvincing	Acceptable	Compelling
<b>Pattern organization clear</b> <i>Exhibits effective application of organizational pattern.</i>	Unconvincing	Acceptable	Compelling
<b>Identify main points</b> <i>Ideas are clear, understandable, and well marked.</i>	Unconvincing	Acceptable	Compelling

**EVIDENCE & REASONING – 3 POINTS**

<b>Supporting material adequate</b> <i>Evidence and reasoning are present to support arguments.</i>	Unconvincing	Acceptable	Compelling
<b>Supporting material understandable</b> <i>Point of evidence is clear. Line of reasoning is easy for the audience to follow.</i>	Unconvincing	Acceptable	Compelling
<b>Supporting material adds interest</b> <i>Evidence and reasoning are specific and novel and presented with linguistic style appropriate for speech.</i>	Unconvincing	Acceptable	Compelling

**DELIVERY – VOICE – 4 POINTS**

<b>Speaker volume understandable</b> <i>Can easily be heard. Not too soft, not too loud.</i>	Unconvincing	Acceptable	Compelling
<b>Speaker pace understandable</b> <i>Clear, smooth (slower) pace. Good articulation.</i>	Unconvincing	Acceptable	Compelling
<b>Voice used expressively</b> <i>Variations in pace, volume, and pitch add interest and meaning.</i>	Unconvincing	Acceptable	Compelling
<b>Speaker relaxed and comfortable</b> <i>Adequate rehearsal time apparent. Familiar with text.</i>	Unconvincing	Acceptable	Compelling

**DELIVERY - BODY – 3 POINTS**

<b>Speaker behavior smooth</b> <i>No distracting behavior &amp; visuals used competently.</i>	Unconvincing	Acceptable	Compelling
<b>Use body expressively</b> <i>Appropriate gestures and movement added emphasis and interest effectively.</i>	Unconvincing	Acceptable	Compelling
<b>Eye contact adds interest</b> <i>Looks directly at audience members.</i>	Unconvincing	Acceptable	Compelling

**CONCLUSION – 4 POINTS**

<b>Identify conclusion</b> <i>Communicates closure with a clear indication of the end.</i>	Unconvincing	Acceptable	Compelling
<b>Identify purpose in conclusion</b> <i>Reinforces message – the belief(s) and action(s) desired.</i>	Unconvincing	Acceptable	Compelling
<b>Identify review of main points in conclusion</b> <i>Summary of speech reinforces arguments.</i>	Unconvincing	Acceptable	Compelling
<b>Strong conclusion</b> <i>Conclusion communicates a feeling, impresses the audience, sets the right tone.</i>	Unconvincing	Acceptable	Compelling

Special Occasion Speech Rubric

Student Name \_\_\_\_\_

**Introduction - 2 POINTS**

gained attention  
clear purpose statement

Unconvincing	Acceptable	Compelling
Unconvincing	Acceptable	Compelling

**Body - 4 POINTS**

tone of speech proper for occasion  
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

**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 - 3 POINTS**

interesting & creative topic  
relevance to previous speeches  
appropriate for the situation

Unconvincing	Acceptable	Compelling
Unconvincing	Acceptable	Compelling
Unconvincing	Acceptable	Compelling