



# IT'S IN THE SYLLABUS

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**COMM106: Basic Principles of Speech** with Dr. Knopf

Contact - Morey248: Wednesdays 2-3, Tuesdays & Thursdays 3:30-5:00

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**Course Description & Objectives:** This course is designed to improve your public speaking skills through listening, lecture, and practice. Through effort and successful completion you will:

- develop clear, focused thesis statements appropriate for the time allocated, audience, & occasion;
- outline a speech with a clear thesis statement, main points, and sub-points;
- identify demographic & situational factors that a speaker needs to know about an audience;
- understand the role of evidence (facts, statistics, examples, testimony) in developing a logical argument;
- 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)
- communicate in both verbal and nonverbal dimensions of delivery;
- recognize the similarities and differences between informative and persuasive speaking;
- recognize the similarities and differences between written and oral communication;
- recognize and practice ethical oral communication (emphasizing intellectual integrity of ideas, their accurate presentation, and proper citation).

## Texts & Course Materials:

- [DK Guide to Public Speaking](#) by Lisa A. Ford-Brown
- Syllabus & Assignment Packet (on Moodle)

## Grading:

- 3 speeches = 25 points
- homework = 25 points
- information literacy assignments = 25 points
- participation = 25 points

☆ Full assignment instructions are in the "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)

☆ A 2.0 is a "satisfactory" grade that indicates the *minimum* has been achieved, or that the work is of an average acceptable quality. A 4.0 is attainable but will require much more than minimal effort. ☆

## How to earn a minimum 2.3 in the course, guaranteed:

- Attend 23 class sessions
- Arrive late or leave early no more than 4 times
- Be prepared to present when assigned
- Complete all work on schedule

Note: You can still earn up to a 4.0 if you do these things, and if you don't or are unable to do these you can still earn a 2.3 or higher in the course. If, however, you are worried about passing, this is the basic route to success.

**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.*

**Extra Credit:** A way to succeed throughout life, while managing stress, is to be mindful – to focus your attention and your energies and to be aware of the consequences of your actions. To help you to be present mentally and not just physically in class, you will receive 1/3 point of extra credit, added to your total course grade, for every day that you turn off your cell phone, or MP3 player, or tablet, or laptop, and leave it on the front desk for the class session (that can add up to 8+ points of extra credit for the semester!). You will not be penalized if you choose to keep and use your electronic device during class.

Additional extra credit opportunities are listed in the Assignment Packet.

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. It will never be given on an individual basis.

**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.

**Attendance:** This is a live, non-virtual, non-mediated, communication course. Being present on time (and AWAKE) is necessary. **If you cannot consistently be present, on time, for class, you should withdraw.**

☆ You are solely responsible for catching up on work that you miss (always refer to the course calendar and to the potential kindness of classmates). Absences are not an excuse for late work or for being unaware of course expectations. Make-ups for assignments will only be granted in rare instances and usually only with documentation of an unavoidable emergency.

In the case of **college-sanctioned activities or religious observances**, arrangements should be made prior to the absence. [Note: Grades that factor in attendance will be adjusted for such events.]

**Absences of two or more straight weeks:** If you miss, or will miss, two straight weeks of class (4 consecutive class meetings), you must contact me before or within those two weeks or risk failing the course.

**Attendance for the Final Exam/Meeting:** Finals week is part of the required number of class meeting hours set by the SUNY system. Final exam times are scheduled by the school to ensure that classes do not overlap. Final exams or activities scheduled during the final exam timeslot, will not be rescheduled unless you have 3 or more exams on a single day. (If that happens, please see the policy online at <http://www.potsdam.edu/offices/registrar/exams.cfm>). **You must make travel/work/childcare arrangements around the final exam.**

**Incompletes:** Incompletes, or other arrangements for course completion, can be planned only in advance to the semester's end when there is an emergency that makes completing the course otherwise impossible.

**Academic Integrity & Dishonesty:** A pledge of academic honesty is made by all students at SUNY Potsdam, indicating that you understand & comply with the requirements set forth by instructors the Academic Honor Code. To plagiarize is to pass off ideas or words of someone else as your own without crediting the source, no matter what the source is or if you make some changes to the wording or add in some of your own words/ideas. ***In the event of plagiarism on an assignment in this course you will have 24 hours to correct or authenticate your work or receive a zero on the assignment. Other forms of academic dishonesty, such as cheating on an exam, or attempting to cheat, will result in a 33% lower grade on the work.***

**Etiquette:** The success of this course is directly related to the sense of community that we develop in the classroom. Any communication or behavior that potentially interferes with the learning environment of other students will not be tolerated. Disruptive behavior - even minor disruptions - may result in your being told to leave class. Repeated offenses may result in course failure.

	TUESDAY	THURSDAY
<b>Wk1</b>	9/1: Introduce class focus, expectations	9/3: Jedi Mind Tricks for public speaking
<b>Wk2</b>	9/8: <u>Ch. 9 due</u> Delivery - "3Headed Speaker" & "Story Cubes"	9/10: <u>Ch. 16 due</u> Special Occ. Speaking – Award Ceremony activity
<b>Wk3</b>	9/15: <u>Ch. 8 due</u> <u>Proverb Activity Due</u> Language – Maze or "Hink Pink" game	9/17: <u>Copy of Special Occasion speech notes due</u> "Everybody Loves Raymond"
<b>Wk4</b>	9/22: <u>Special Occasion presentations</u>	9/24: <u>Special Occasion presentations</u>
<b>Wk5</b>	9/29: <u>Ch. 10 &amp; 13 due</u> Inform speeches & aids - "Bend-a-Clue" game	10/1: <u>Ch. 6-7 due</u> Speech organization – "In a Pickle" game
<b>Wk6</b>	10/6: <u>Ch. 11-12 due.</u> Listening – "Draw This" game	10/8: <u>Copy of informative speaking notes due</u>
<b>Wk7</b>	10/13: <u>Fall recess, no classes</u> 😊👉	10/15: INFORMATIVE SPEECH PRESENTATIONS
<b>Wk8</b>	10/20: INFORMATIVE SPEECH PRESENTATIONS	10/22: INFORMATIVE SPEECH PRESENTATIONS
<b>Wk9</b>	10/27: <u>Ch. 1-2 due.</u> <u>Adapting Your Topic Activity due</u> Audience analysis – "Compatibility" game	10/29: <u>Ch. 3-4 due.</u> <u>Informative analysis worksheet due</u> Supporting materials
<b>Wk10</b>	11/3: <u>Ch. 14 due.</u> <u>Tutorial due.</u> Persuasive strategies - "Infomercial" game	11/5: <u>Ch. 15 due.</u> <u>Annotated Bibliography due.</u> Persuasive theories – "MasterMind" game <b>[Last day to Withdraw or S/U]</b>
<b>Wk11</b>	11/10: ( <u>draft worksheet due</u> ) 1-on-1 speech preparation meetings	11/12: ( <u>draft worksheet due</u> ) 1-on-1 speech preparation meetings
<b>Wk12</b>	11/17: Class Cancelled – <i>Dr. K presenting at the National Communication Association</i>	11/19: Class Cancelled – <i>Dr. K presenting at the National Communication Association</i>
<b>Wk13</b>	11/24: Class Cancelled – <i>Dr. K presenting at the National Communication Association.</i> <u>Copy of persuasive speech speaking notes due BY EMAIL</u>	11/26: <u>Thanksgiving, no classes</u> 😊👉
<b>Wk14</b>	12/1: <u>Persuasive analysis worksheet due</u> PERSUASIVE SPEECH PRESENTATIONS	12/3: PERSUASIVE SPEECH PRESENTATIONS
<b>Wk15</b>	12/8: PERSUASIVE SPEECH PRESENTATIONS	12/10: PERSUASIVE SPEECH PRESENTATIONS
<b>FINAL</b>		12/17: 12:30-2:30 – optional speech do-over for improved grade

**COMM 106: Basic Principles of Speech with Dr. K. – Assignment Packet (Fall 2015)**

CONTENTS:

Participation	.....	1
Readings	.....	2
Information Literacy	.....	2
Info Lit Tutorial	.....	2
Annotated Bibliography	.....	3
Speeches	.....	4
<i>What to do if you're terrified of public speaking</i>	.....	4
Special Occasion	.....	5
Informative with presentation aid	.....	5-6
Persuasive	.....	7-9
Persuasive Preparation Outline	.....	10-11
Homework	.....	12
Speech Analysis Worksheets	.....	12
Informative	.....	12-16
Persuasive	.....	17-19
Multicultural Activities	.....	20
Language	.....	20
Audience	.....	21

**Participation:**

Public speaking is a live event, even if it is mediated through teleconferences, webinars, or other kinds of technology. It depends on both a speaker and an audience, and both have active roles in the communication exchange. So... it is important that you come to class and engage the material and the activities – all of which are meant to help you build, improve, or refine your public speaking skills in some way.

*Attendance* (15 points): How many classes you attended divided by the number of class meetings (partial attendance from late arrivals or early departures will be given half credit). Barring illness or bad weather, this should be {# classes attended ÷ 29 class meetings}. In the case of sporting events, college-sanction events, or religious observances, the baseline of class meetings will be adjusted.

*Presence* (10 points): About a dozen interactive activities are planned for the semester (and indicated in the calendar), each one designed to approach a principle of speech from a fun, unusual, or creative way. To get the benefit from these activities, you need to try them with a positive attitude and good attention. This portion of your participation grade will be based on your presence and involvement in the activity, and will be calculated by the activities you fully participated in divided by the number of activities conducted. If all goes according to plan, this should be at least {# activities present for ÷ 12 planned activities}.

## Readings

Doing the readings when assigned will make your time in class more productive and will doubtlessly help you to be better prepared for your speeches. Class time will be conducted under the assumption that you have read the assigned chapters, and your participation grade can be influenced by your reading preparation. The textbook provides much of the information you will need to successfully complete the course.

## Information Literacy Assignments

The beginning of the 21<sup>st</sup> Century has been called The Information Age, and the SUNY system requires all of its graduates to take courses that provide them with information literacy skills - is a set of abilities requiring individuals to not only recognize when information is needed but also to effectively locate, evaluate, and the needed information. Information literacy forms the basis for lifelong learning. At SUNY Potsdam, formal information literacy instruction is woven into the first-year experience courses of the General Education program and FS courses are expected to assign instructional tutorials provided by the library and an annotated bibliography assignment. Beyond fulfilling a state requirement, these assignments also benefit public speaking skills related to audience adaptation and argument structure.

## *Information Literacy Tutorials*

### **Completed through the Library/Moodle – EXTRA CREDIT OPPORTUNITY**

There are several required tutorials for FW/FS (you might be doing these or have done these for another class) on Moodle. These tutorials are designed to improve your research skills – a critical component of effective public speaking.

You are automatically enrolled for these tutorials & should receive an email from the library regarding them. You must work through each tutorial and then take the related quiz(zes).

You will receive full assignment credit for completing the quiz with at least a 33%. You will receive bonus points for earning higher.

- ♦ Earning 85-100% will add 4 points.
- ♦ Earning 65-84 will add 3 points.
- ♦ Earning 45-64 will add 2 points.
- ♦ Earning 34-44 will add 1 point.

You must **PRINT** the screen/page that shows your quiz result and submit it by the due date listed in the calendar.

## *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.

After we have discussed the use of evidence in public speaking, you will develop an annotated bibliography applying this knowledge.

You will find and review 3 sources that provide information about the kind of communication and/or public speaking types and skills common or needed in your major or your dream job or a potential career path.

\*One source must be from the SUNY Potsdam libraries. (Mark this with a star or asterisk.)  
No more than one source may be an encyclopedia, including Wikipedia.

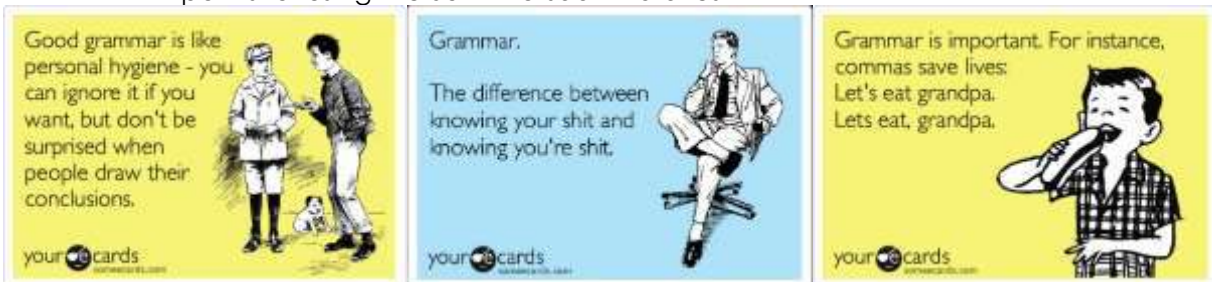
For each source you find:

- Cite it in in MLA or APA format – the library and the library's webpage offer resources that demonstrate these styles, and guidance is provided in your textbook.
- Organize/order the citations alphabetically, and give the annotation directly below each listed source.
- The annotations are 1-2 paragraphs that...
  - Describe the nature/type of the material in the source, **using the actual terms for supporting materials found in your textbook** (ex. statistics, testimony, examples, etc.).
  - Evaluate the quality and reliability of the source, **referencing the appropriate guidelines offered in your textbook.**

These papers should be typed, double-spaced, using 12-pt. font, with correct spelling and grammar. Do NOT copy your annotations from any other source. Plagiarism will not be tolerated.

### **GRADING**

- 5 points for each source (15 total):
  - 1 point for the source (is it cited accurately?)
  - 2 for the descriptive component (have you used the appropriate terminology?)
  - 2 for the critical component (have you applied critical criteria?)
- 3 points for format and content
  - 1 for spelling
  - 1 for grammar
  - 1 for format/presentation
- 2 points for using the SUNY Potsdam libraries



## Speeches:

You will deliver three main speeches during the semester, in addition to taking part in a number of smaller practice activities. Each speech assignment is designed to: A) teach you about a particular type of speech, and B) help you to develop/practice particular principles of speech, and the three assignments build on one another.

Please note that different items in the grading rubrics for the speeches carry different weights. The most important consideration in your grade is the content of the speech, not your performance of it. This means that if you adequately and carefully prepare your speech, you can do well – even if you have a bad day when you present it.

Additionally, you will have the opportunity to improve your grade on any one of these three speeches during Finals Week, so be sure to keep your speeches and your grading feedback!

There is no way we can schedule all presentations for an assignment on the same day. The speech order will be predetermined and will rotate so that the same people don't have to go first, or get to go last, with each speech.

To further make this fair to everyone, and to help everybody prepare their speech with enough time to practice and succeed, each student, no matter what day s/he is scheduled to present will turn in a copy of his/her speaking notes on the same day (indicated on the calendar). **In other words, you will turn in an early duplicate copy of each speech!**

## *What to do if you're terrified of public speaking.*

- 1) Don't panic. You're not alone. Tom Hanks, Barbra Streisand, and even Abraham Lincoln all suffered from "stage-fright."
- 2) Take a good look at the grading rubrics. Each element of the rubric (like "Introduction," "Structure" and "Delivery" are weighted – which means that the *content* of your speech is more important than your performance.
- 3) Talk to the professor. She's there to help, and she's happy to do so.
  - a. The professor can help you to identify the cause of your fears and give you exercises that will teach you to manage your nerves.
  - b. Special arrangements can be made for speech presentations, such as doing them in one-on-one or small-group sessions - if your fears are so severe that they will interfere with your physical or mental health.
    - i. To make such arrangements you need to notify the professor in advance of your speech presentation day, you need to set up and come to at least three meetings/sessions with the professor outside of class to work on handling your nerves – because the goal isn't to avoid public speaking (it's a key job skill, after all) but to learn how to manage, and maybe even overcome, that anxiety.

DON'T WORRY  
BEE HAPPY

### *Special Occasion Speech.*

As we will discuss, this is perhaps one of the most common speaking opportunities we encounter in life, no matter what our profession. There are many different types and reasons of special occasion speaking, but you will be delivering what we will call a “Celebration of Life” speech – recognizing someone important in your life. The main purpose of this speech will be to work on your delivery and language skills. Delivered extemporaneously. 4-6 minutes.

Choose someone you care about and are close to and present a speech that highlights who that person is – not just a bio, or a life timeline, or a resume, but what makes that person special to you and others. Think of it as a Lifetime Achievement Award for being a special person.

**Special Occasion Speech Grading Rubric Criteria**

	<b>Element</b>	<b>%</b>				
<b>Body - Content</b>	Language	<b>60</b>	Uses oral style, has rhetorical flourish, appropriate for special occasion speaking.	Uses oral style & is appropriate for the audience, occasion, & setting	Language is nondescript; does not reflect the occasion.	Language is too complex, inaccurate, &/or inappropriate.
<b>Delivery</b>	Verbal	<b>20</b>	Easily heard, has slow & fluent rate, exhibits enthusiasm & variety to make it interesting. Delivered extemporaneously.	Exhibits many good qualities but is lacking (_volume, _rate, _variety), inconsistent, or marred by frequent use of filler words..	Exhibits one strength (_volume, _rate, _variety), or is overshadowed by excessive use of filler words.	Shows no evidence of rehearsal or effort
<b>Delivery</b>	Nonverbal	<b>20</b>	Makes eye contact, uses gestures effectively, appears enthusiastic & confident, doesn't fidget, has appropriate demeanor, maybe moves around.	Makes eye contact and appears enthusiastic, but gestures and movement is unnatural or absent; there may be some fidgeting.	Minimal eye contact is established, fidgeting causes a distraction, or demeanor is inappropriate	There is no eye contact or gestures; posture may be poor

### *Informative Speech.*

For this speech you will present a 7-9 minute lesson, delivered extemporaneously about a cultural practice, tradition, or trait. You also need to include a presentation aid, such a visual, an activity, or an audio. It should be constructed with your fellow classmates, as your audience, in mind.

#### For the International Studies Students:

You can select something from your own cultural background or from a culture you plan/hope to work with in the future. Given that this is a public speaking class, you might consider focusing on communication or business practices that are important to know for international interactions.

#### For the education students:

You can select something from your own cultural background or craft a lecture that that would be appropriate for a “Heritage Month” lesson plan. [Feb = Black History, Sept = Hispanic Heritage, Oct = German-American, Italian, & Polish-American Heritage, Nov = Native American Heritage, Mar = Irish-American History, Apr = Scottish American Heritage, May = Asian and Pacific Islander & Jewish-American Heritage].



### INFORMATIVE SPEECH GRADING RUBRIC CRITERIA

	<b>Element</b>	<b>%</b>				
<b>Intro</b>	Attention Getter	<b>3</b>	Draws audience in with intrigue and/or relevance	Establishes a clear start to the speech, but doesn't necessarily draw the audience in.	Vague, commonplace, or confusing	There is no clear attention getter.
	Screening <i>Summary of speech</i>	<b>15</b>	Specific purpose/goal of speech is clear & audience relevant, Outlines all main points, making basic content & organization clear.	Specific purpose is stated, but without explicit connection to audience. Preview of main points is unclear.	The general topic is established, but not the specific purpose.	It is unclear exactly what the speech is going to be about
	Credibility <i>About you</i>	<b>2</b>	Introduces self to audience, explains personal interest/ knowledge in the topic, establishes good will or common ground.	Introduces self to audience, explains personal interest/ knowledge OR establishes good will.	Introduces self but does not establish any credibility	No personal information is provided.
<b>Content</b>	Language	<b>15</b>	Uses oral style (short sentences, simple words), embellished with vivid sensory descriptions &/or rhetorical devices. Clear with good grammar	Uses oral style, but lacks rhetorical devices.	Significant grammatical problems.	Language is too complex, inaccurate, &/or inappropriate.
	Org.	<b>20</b>	Has 2-4 main points, a clearly applied organizational pattern/strategy, & effectively uses transitions.	Has 2-4 main points and a clearly applied organizational pattern/strategy, but lacks transitions.	The speech has 2-4 main points, but is not clearly organized	Main points are not distinguishable
<b>Delivery</b>	Verbal	<b>5</b>	Easily heard & understood, exhibits enthusiasm & variety. Delivered extemporaneously.	Exhibits many good qualities but with room for improvement, Delivered extemporaneously.	Reading from a manuscript detracts from overall delivery.	Shows no evidence of rehearsal or effort
	Nonverbal	<b>5</b>	Makes eye contact, uses gestures effectively, appears confident with appropriate demeanor.	Eye contact, demeanor, &/or gestures okay but can be improved.	Minimal eye contact is established, demeanor is troublesome, &/or gestures are absent	There is no eye contact or gestures; posture may be poor
<b>Concl.</b>	Closing	<b>5</b>	Clearly signals end of the speech, finishes in a timely manner, & sets an appropriate parting tone	Clearly signals end of the speech & finishes in a timely manner, but does little or nothing to set a parting tone	Indication of the end is vague, or is presented too early or too late in the speech	There is no conclusion; the speech simply stops
	Recap <i>Summary of speech</i>	<b>10</b>	Clear restatement of specific purpose, coupled with a brief review of the main points	Clear restatement of specific purpose, with a partial or indirect review of some key ideas	Either a review of purpose or main points.	No summary statements &/or new information.
<b>Other</b>	Aids	<b>20</b>	Aids were handled well & used effectively	Aids used effectively, but speech would have been lacking without them	Aids were handled well but did little to enhance speech	Aids were sloppy, ineffectual, or handled awkwardly

## *Persuasive Speech.*

You will learn about different persuasive speech goals, but you will be delivering a 9-11 minute *actuating* speech – asking your classmates to take action. In this assignment, you will polish your delivery and language use, continue to improve your organizational skills, and will also incorporate supporting materials and audience adaptation – tailoring your speech to be appropriate to, and relevant for, your classmates. Delivered extemporaneously.

Continuing our focus on multiculturalism – critical to competent communication and our global age, your persuasive speech should focus on a multicultural, foreign language, or intercultural opportunity. Possible topics include:

- Participate in the study abroad program
- Advance your foreign language education
- Join a foreign language immersion program
- Appreciate the benefits of the XC or ML requirement in the General Education program
- Join the Peace Corps
- Join AmeriCorps
- Teach English abroad
- Backpack across Europe, Asia, or Africa.

In conducting your research and doing your audience adaptation think about the benefits of the knowledge or skills your goal provides – you might look into potential workforce demands, money-making or saving opportunities, or social and networking aspects. Other areas of research and audience adaptation might involve the logistics of the goal itself – are there ways to help your audience overcome financial or other challenges/obstacles in pursuing this goal?

Because persuasive speaking is considered to be the most difficult kind of public speaking, and because your persuasive speech will be the first (and only) speech assignment that expects you to incorporate all components of speech composition and presentation, you will have advance class-time to meet with the instructor to go over your speech, using the worksheet provided.

**PERSUASIVE SPEECH GRADING RUBRIC CRITERIA**

	<b>Element</b>	<b>%</b>				
<b>Intro</b>	Attention Getter	<b>3</b>	Draws audience in with intrigue and/or relevance	Establishes a clear start to the speech, but doesn't necessarily draw the audience in.	Vague, commonplace, or confusing	There is no clear attention getter.
	Screening <i>Summary of speech</i>	<b>15</b>	Specific purpose/goal of speech is clear & audience relevant, Outlines all main points, making basic content & organization clear.	Specific purpose is stated, but without explicit connection to audience. Preview of main points is unclear.	The general topic is established, but not the specific purpose.	It is unclear exactly what the speech is going to be about
	Credibility <i>About you</i>	<b>2</b>	Introduces self to audience, explains personal interest/ knowledge in the topic, establishes good will or common ground.	Introduces self to audience, explains personal interest/ knowledge OR establishes good will.	Introduces self but does not establish any credibility	No personal information is provided.
<b>Body - Content</b>	Research <i>Using outside sources</i>	<b>15</b>	At least 3 quality sources are used and each is indicated verbally throughout the speech, whenever information from each source is mentioned	At least 2 quality sources are used and each is indicated verbally throughout the speech, whenever information from each source is mentioned	Research was used but there is no way to tell how many sources were used or what they were when listening to the speech	It is not obvious in the speech that outside sources were referenced
	Supporting Material <i>Statistics, testimony, examples, etc.</i>	<b>10</b>	Each main point is explained or detailed with a variety of supporting material. Fills expected time requirement.	Each main point is explained or detailed with supporting material Fills, or nearly fills, expected time requirement.	Some supporting material is present. Falls more than ¼ short of the time requirement or exceeds it by more than ¼.	There is little to no use of supporting material. Falls more than ½ short of time requirement or exceeds it by more than ½.
	Audience Focus <i>Tries to relate to specific audience traits</i>	<b>15</b>	Arguments are all explicitly connected to the audience values, interests, benefits or demographics. Talks to audience, not @/ about them.	Arguments relate to audience, but connections aren't always explicit. Speaker talks to the audience, not at or about them.	There is at least one attempt to connect with the audience.	There is no effort to connect with the audience. Or, the speech
	Arguments <i>A clear case for or against something</i>	<b>8</b>	Uses combination of logical reasons & appropriate emotional appeals.	Uses logical reasons, but no emotional appeals..	Persuasive appeals use muddled or faulty logic; arguments are not clear.	The speech sounds more informative than persuasive. There is information, but no clear or consistent argumentation
	Language	<b>15</b>	Uses oral style (short sentences, simple words), embellished with vivid sensory descriptions &/or rhetorical devices. Clear with good grammar	Uses oral style, but lacks rhetorical devices.	Significant grammatical problems.	Language is too complex, inaccurate, &/or inappropriate.

<b>Body – structure</b>	Org.	<b>20</b>	Has 2-4 main points, a clearly applied organizational pattern/strategy, & effectively uses transitions.	Has 2-4 main points and a clearly applied organizational pattern/strategy, but lacks transitions.	The speech has 2-4 main points, but is not clearly organized	Main points are not distinguishable
<b>Delivery</b>	Verbal	<b>5</b>	Easily heard & understood, exhibits enthusiasm & variety. Delivered extemporaneously.	Exhibits many good qualities but with room for improvement, Delivered extemporaneously.	Reading from a manuscript detracts from overall delivery.	Shows no evidence of rehearsal or effort
	Nonverbal	<b>5</b>	Makes eye contact, uses gestures effectively, appears confident with appropriate demeanor.	Eye contact, demeanor. &/or gestures okay but can be improved.	Minimal eye contact is established, demeanor is troublesome, &/or gestures are absent	There is no eye contact or gestures; posture may be poor
<b>Concl.</b>	Closing	<b>5</b>	Clearly signals end of the speech, finishes in a timely manner, & sets an appropriate parting tone	Clearly signals end of the speech & finishes in a timely manner, but does little or nothing to set a parting tone	Indication of the end is vague, or is presented too early or too late in the speech	There is no conclusion; the speech simply stops
	Recap <i>Summary of speech</i>	<b>10</b>	Clear restatement of specific purpose, coupled with a brief review of the main points	Clear restatement of specific purpose, with a partial or indirect review of some key ideas	Either a review of purpose or main points.	No summary statements &/or new information.

**PERSUASIVE DRAFT WORKSHEET**

Name \_\_\_\_\_

*Use just short phrases or single sentences to fill in the basic outline for your speech. You will add more details as you develop the speech.*

Topic (broad): \_\_\_\_\_ General Purpose: **To persuade**

Specific Purpose: *To persuade my audience to* \_\_\_\_\_.

Central Idea: \_\_\_\_\_

You must have a precise idea who your audience is; what aspects of their demographics will help you tailor your speech?

Audience: *my classmates in COMM106*

Age range: \_\_\_\_\_ Educational level: \_\_\_\_\_ Occupation: \_\_\_\_\_ Location: \_\_\_\_\_

Hobbies/Interests: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Values: \_\_\_\_\_, \_\_\_\_\_,

Goals: \_\_\_\_\_, \_\_\_\_\_

Introduction	{	Attention Getter:
		Purpose:
		Credibility:
		Preview:

[Items in **gray italics** indicate additional organizational space that may or may not be needed for your speech.]

**Argument #1:**

Subpoint/Evidence:

Source(s):

Subpoint/Evidence:

Source(s):

Subpoint/Evidence:

Source(s):

**Transition:**

**Argument #2:**

Subpoint/Evidence:

Source(s):

Subpoint/Evidence:

Source(s):

Subpoint/Evidence:

Source(s):

***Transition:***

**Argument #3:**

Subpoint/Evidence:

Source(s):

Subpoint/Evidence:

Source(s):

Subpoint/Evidence:

Source(s):

***Transition:***

**Argument #4:**

Subpoint/Evidence:

Source:

Subpoint/Evidence:

Source:

Subpoint/Evidence:

Source:

- Conclusion {
- Ending alert:
  - Recap of main points and key content:
  - Reminder of goal/outcome or call to action:
  - Emotional clincher:

## Homework Assignments

Four homework assignments, in addition to reading, information literacy work, and your speeches, have been assigned to help you prepare for your presentations – and to demonstrate your public speaking skills and knowledge without actually having to give a speech.

Each assignment is worth 6 points of your total course grade (totaling 25% of the overall grade).

### Analyses

Your own speeches will be improved by being able to critically consider the speeches of others. To help reinforce the lessons from your textbook and class time, and to help you prepare for your own speech composition, you will complete two speech analyses, reading through preparation outlines and then answering a series of questions about components of speech content and structure.

- \* - \* - \* - \* - \* - \* - \*

### *INFORMATIVE SPEECH GUIDED ANALYSIS*

Name \_\_\_\_\_

**INSTRUCTIONS:** This is a preparation (not delivery/presentation) outline for an informative speech. Your job is to read through the speech and then answer the questions at the end. A hard copy of this speech will be provided to you in class, in addition to the copy provided in the Assignment Packet.

*INFORMATIVE SPEECH OUTLINE* by Sarah Putnam @ Central Michigan U., edited by C. Knopf

The Titanic

To Inform

To inform my audience about one of the most famous tragedies in history, the Titanic.

From the disaster to the movie, the sinking of the Titanic remains one of the most famous tragedies in history.

=====

#### **I. Hello.**

A. An American writer named Morgan Robertson once wrote a book called *The Wreck of the Titan*. The book was about an “unsinkable” ship called the Titan that set sail from England to New York with many rich and famous passengers on board. On its journey, the Titan hit an iceberg in the North Atlantic and sunk. Many lives were lost because there were not enough lifeboats. So, what is so strange about this? Well, *The Wreck of the Titan* was written 14 years before the Titanic sank.

B. The sinking of the Titanic was one of the largest non-war related disasters in history, and it is important to be knowledgeable about the past.

C. From the disaster to the movie, the sinking of the Titanic remains one of the most famous tragedies in history.

D. I have been fascinated by the history of the Titanic for as long as I can remember. I have read and studied my collection of books about the Titanic many times, and have done research on the Internet.

E. First, I will discuss the Titanic itself. Second, I will discuss the sinking of the ship. Finally, I will discuss the movie that was made about the Titanic.

## **II. From the disaster to the movie, the sinking of the Titanic remains one of the most famous tragedies in history.**

A. The Titanic was thought to be the largest, safest, most luxurious ship ever built.

1. At the time of her launch, she was the biggest existing ship and the largest moveable object ever built.
  - a. According to Geoff Tibbals, in his 1997 book *The Titanic: The extraordinary story of the "unsinkable" ship*, the Titanic was 882 feet long and weighed about 46,000 tons.
  - b. This was 100 feet longer and 15,000 tons heavier than the world's current largest ships.
  - c. Thresh stated in *Titanic: The truth behind the disaster*, published in 1992 that the Titanic accommodated around 2,345 passengers and 860 crew-members.
2. The beautiful accommodations of the Titanic were decorated and furnished with only the finest items.
  - a. According to a quotation from *Shipbuilders* magazine that is included in Peter Thresh's 1992 book *Titanic*, "Everything has been done in regard to the furniture and fittings to make the first class accommodation more than equal to that provided in the finest hotels on shore."
  - b. Fine parlor suites located on the ship consisted of a sitting room, two bedrooms, two wardrobe rooms, a private bath, and a lavatory.
  - c. The first class dining room was the largest on any liner; it could serve 500 passengers at one sitting.
  - d. Other first class accommodations included a squash court, swimming pool, library, barber's shop, Turkish baths, and a photographer's dark room.
3. The Titanic was widely believed to be the safest ship ever built.
  - a. Tibbals, as previously cited, described the Titanic as having an outer layer that shielded an inner layer – a 'double bottom' – that was created to keep water out of the ship if the outer layer was pierced.
  - b. The bottom of the ship was divided into 16 watertight compartments equipped with automatic watertight doors.
  - c. The doors could be closed immediately if water were to enter into the compartments.
  - d. Because of these safety features, the Titanic was deemed unsinkable.

Now that I've discussed the Titanic itself, I will next discuss the tragedy that occurred on its maiden voyage.

B. The Titanic hit disaster head-on when it ran into an iceberg four days after its departure.

1. The beginning of the maiden voyage was mostly uneventful.
  - a. Tibbals stated that the ship departed from Queenstown in Ireland at 1:30 pm on April 10th, 1912, destined for New York.
  - b. The weather was perfect for sailing – there was beautiful blue sky, lovely light winds, and a cool calm ocean.
  - d. According to Walter Lord in *A Night to Remember* from 1955, the Atlantic Ocean was like polished plate glass on the night of April 14.
2. The journey took a horrible turn when the ship struck an iceberg and began to sink.
  - a. In the book *Titanic: An illustrated history* from 1992, Lynch explains that the collision occurred at 11:40 pm on Sunday, April 14.
  - b. According to Robert Ballard's 1988 book *Exploring the Titanic*, the largest part of the deadly iceberg was hidden in the inky depths of the arctic brine.



- c. Some of the ship's watertight compartments had been punctured and the first five compartments rapidly filled with water.
  - d. Tibbals wrote that distress rockets were fired and distress signals were sent out, but there were no ships close enough to arrive in time, no help for the doomed passengers.
3. As the ship went down, some were rescued but the majority of passengers had no place to go.
- a. Thresh stated that there were only 20 lifeboats on the ship.
  - b. This was only enough for about half of the 2,200 people that were on board.
  - c. The lifeboats were filled quickly with women and children loaded first.
4. The ship eventually disappeared from sight.
- a. Tibbals explains that at 2:20 am on Monday -two hours and 40 minutes after the iceberg struck- the ship broke in half and slowly slipped under the frigid water.
  - b. At 4:10 am, the Carpathia answered Titanic's distress call and arrived to rescue those floating in the lifeboats.
  - c. Lynch reported that in the end, 1,522 lives were lost, nearly 70% of the people on board – or the equivalent of 17 people in this class of 25 – in that 270-minute tragedy.

Now that we have learned about the history of the Titanic, I will discuss a well-known movie made about it.

C. Many movies depicting the Titanic and its passenger have been made.

1. The most recent movie was written, produced, and directed by James Cameron –whose work you might know through films like *Avatar* or the *Terminator* movies- and featured mostly fictional characters
  - a. According to Marsh in *James Cameron's Titanic* from 1997, Cameron set out to write a film that would bring the event of the Titanic to life.
  - b. Cameron conducted six months of research to compile a highly detailed time line so that the film would be realistic.
  - c. Cameron spent more time on the Titanic than the ships' original passengers because he made 12 trips to the wreck site that lasted between ten and twelve hours each.
2. Making *Titanic* was extremely expensive and involved much hard work.
  - a. According to a 1998 article from the *Historical Journal of Films, Radio, and Television*, Kramer stated that the film had a 250 million dollar budget.
  - b. A full-sized replica of the ship was constructed in Baja California, Mexico in a 17 million gallon oceanfront tank.
  - c. Cameron assembled an expedition to dive to the wreck on the ocean floor to film footage that was later used in the opening scenes of the movie.
  - d. Marsh further explained that the smallest details were attended to, including imprinting the thousands of pieces china, crystal, and silver cutlery used in the dining room scenes with White Star's emblem and pattern.
3. The movie was extremely successful.
  - a. Kramer reported that *Titanic* made approximately 600 million dollars in the United States, making it the #1 movie of all time.
  - b. It made approximately 1.8 billion dollars world-wide and is also the #1 movie of all time world-wide.
  - c. *Titanic* was nominated for a record eight Golden Globe Awards only a few weeks after its release, and won four.
  - d. It was also nominated for a record fourteen Academy Awards, and it won eleven.

**III. This brings us to the end of our Titanic voyage.**

A. Today I first discussed the Titanic itself, then its sinking, and lastly its famous 1997 fictional cinematic retelling.

1. It was the biggest ship and largest movable object of its time, furnished with only the finest of luxury items.
2. Over half of the 2,200 passengers died because of too few lifeboats and no nearby ships to answer the distress calls.
3. The film adaptation by James Cameron was made with close attention to historical detail, won numerous awards, and became the number one movie world-wide of all time.

B. From the disaster to the movie, the sinking of the Titanic remains one of the most famous tragedies in history.

C. As we finish, remember *The Wreck of the Titan*, the story written fourteen years before the Titanic sank. It now seems as if it was an eerie prophecy, or a case of life imitating art. Whatever the case, the loss of lives on the Titanic was tremendous, and it is something that should never be forgotten.

#### Questions:

When asked to identify a line, use as many outline markers/designators as appropriate by indicating the combination of Roman numeral and capital letter, and number and lower case letter.

(Ex. The first lines of the speech are I.A. The comments about life boats begin at II.B.3.a. The last lines of the speech are III.C.)

- Identify the preview of the speech and indicate what line it is. \_\_\_\_\_
- Identify the line where the speaker establishes her credibility. \_\_\_\_\_
- Find the attention-getting statement and indicate what line it is. \_\_\_\_\_
- Find the place where the speaker reveals speech purpose/goal and indicate what line it is. \_\_\_\_\_
- (Hint: These elements are used in planning the speech, not in the speech.)

How many main points are there in this speech? \_\_\_\_\_  
At what line does each begin?

How many sub-points are there? \_\_\_\_\_

(Hint: Keep in mind what you know about speech structure, such as main points and sub-points. Revisit the textbook if necessary)

Which organizational pattern is used?

- Monroe's    Spatial    Topical    Familiarity-Acceptance    Inquiry

Two transitions are used in the speech body. Copy them below:

Find the place where the speaker signals the end of the speech and indicate what line it is. \_\_\_\_\_

Find the place where the speaker provides a recap of the speech and indicate what line it is. \_\_\_\_\_

Go to line II.B.1.b. What kind of rhetorical device is used?

- Repetition    Alliteration    Metaphor    Hyperbole    Simile    Indecision

Go to line II.B.1.d. What kind of rhetorical device is used?

- Repetition    Alliteration    Metaphor    Hyperbole    Simile    Indecision

## PERSUASIVE SPEECH GUIDED ANALYSIS

Name \_\_\_\_\_

**INSTRUCTIONS:** This is a preparation (not delivery/presentation) outline for a persuasive speech. Your job is to read through the speech and then answer the questions at the end. A hard copy of this speech will be provided to you in class, in addition to the copy provided in the Assignment Packet.

### SAMPLE PERSUASIVE SPEECH

by: Erin Solomon. Edited and revised by C. Knopf

#### I.

A. How do you feel when you have to wait for something you really, really want? What if it was something you couldn't live without? Well, my cousin was five years old when he found out he needed a new kidney. He went on the organ waiting list right away. He was called twice during a six month span that they had a kidney available only to find out that the kidney wasn't a good match. He had to wait again. The third time was a charm. A small adult was in an accident and his kidney was a good match. This story had a happy ending but so many do not.

B. One of the people on the waiting list for an organ transplant might be someone you know.

C. Today I'd like to talk to you about first, the need for organ donors in our area, second, how you can become an organ donor after you die, and finally, how your family and organ donor recipients benefit from you donation.

I'll begin by telling you about the need for organ donors.

#### II.

A. People around the world but also right here in New York State need organ transplants and they need our help.

1. The problem is that there is a lack of organs and organ donors who make organ transplantation possible.

a. The need is many organs and tissues such as the heart, lungs, liver, kidneys, pancreas, corneas, bone, skin, heart valves, and blood vessels(Iowa Statewide Organ Procurement Organization undated brochure).

b. A new name is added to the national waiting list every 10 minutes. That means that 7 people will be added to the list during the time we are in class today. (DonateLife.net: Statistics) Every 2.5 hours, one of those people is from right here in New York State (DonateLifeNY.org).

i) The problem is that 10 people will die each day waiting for an organ transplant [LifeSource: Questions and Answers]. Last year, 514 people here in New York State – 514 of our neighbors, friends, family – died because they never got the lifesaving organ they needed [DonateLifeNY.org]

ii) The reason is that there are only on the average 5,000 donors nationally per year [LifeSource: Statistics].

c. You can choose to donate any needed organs or you can specify which organs or tissues you wish to donate.

2. Organ donation is very important.

a. The following poem by Robert Test entitled, "To Remember Me," shows the importance of organ donation.

"Give my sight to the man who has never seen a sunrise, a baby's face or love in the eyes of a woman. Give my heart to a person whose heart has caused nothing but endless days of pain... Take my bones, every muscle, every fiber and nerve in my body and find a way to make a crippled child walk... Take my cells, if necessary, and let them grow so that, someday, a speechless boy will shout at the crack of a bat and a deaf girl will hear the sound of rain against her window (South Dakota Lions Eye Bank, undated brochure).

b. Not only is this a problem nationally but also it is a big problem right here at home in the Northeast.

i) Nationally, there are 118,000 people waiting as of 2013. There are 10,000 people from New York State alone. [DonateLifeNY.org].

ii) The sad part is that only 20% of eligible adults in New York have signed up as donors, compared to 45% nationwide. [DonateLifeNY.org].

I'm sure that you can see the need for people like you to donate your organs. The majority of this class has already said they would like to donate their organs when they die. But you might be asking, well, how can I make sure my organs are donated after I die? Let me tell you.

B. This is how you go about making sure your organs are donated.

1. Talk with your family about your decision. They will be involved in the donation arrangements when you die. If they do not know your wishes of becoming a donor, your wishes may never be carried out.

2. Each state varies on its donor process, but you can typically mark yourself as a donor on your license. There are two ways to be an organ, tissue and eye donor in New York State:

a. Check off the donor box on your driver's license application or renewal form, or when applying for or renewing a non-driver identification card.

b. Download, complete, and mail [Donor Registry enrollment form](#) from the Internet to the New York State Department of Health.

You can see that it isn't difficult to be an organ donor. Now let's look at what may happen if you choose to donate your organs and what may happen if you choose not to.

C. Organ donation benefits both the donor's family and the recipients.

1. If you do donate your organs, your family and the people who receive your organs might benefit in a similar way like this family. A seventeen year old died of head injuries in a car accident. His mom decided to donate his organs. His heart went to a prison chaplain, his kidneys went to a mother of 5 children and a Vietnam vet. The Vietnam vet is "energetic" and finally is getting his college degree. The teenager gave life to others and his family feels a sense of satisfaction and comfort that other lives have been touched by his [University of Wisconsin Hospital and Clinics 1991 brochure].

2. The problem arises when you are thinking about becoming a donor but never do anything about it. Then, no one knows your wishes and your organs will not be donated. The consequences of this are more people waiting for organs and there will still be an incredible shortage of available organs.

As you can easily see, donating your organs can be one of the most important decisions you ever make and also the greatest gift you could ever give.

**III.**

A. I've told you about the need for organ donors in our area, how you can become an organ donor after you die, and finally, how your family and organ recipients benefit from your donation. You become a donor by talking to your family and making sure they know you want to be a donor, fill out and sign a donor card, and indicate your wishes on your driver's license.

B. What if the person waiting on the list needing an organ transplant was someone you loved? Imagine if you had a brother or sister who had unexpectedly died and you were able to meet the person who received their heart, for example. Think of the satisfaction and possible comfort knowing that your brother or sister provided life for somebody else.

C. I'm going to leave you with a short message from Michael Jordan who is a sponsor for the Iowa LifeGift Coalition on Organ and Tissue Donor Awareness and appears in their 1996 brochure. "Please make the decision to become an organ and tissue donor. Remember: Share your life, share your decision."

Questions:

When asked to identify a line, use as many outline markers/designators as appropriate by indicating the combination of Roman numeral and capital letter, and number and lower case letter.

Which organizational pattern is used?

- Question-answer     Motivated Sequence     Topical     Familiarity-Acceptance

How many different sources were used in the speech? \_\_\_\_\_ (Count, and read, carefully.)

- Find 1 place where the speaker used an Example and indicate what line it is. \_\_\_\_\_
- Find 1 place where the speaker used a Statistic and indicate what line it is. \_\_\_\_\_
- Find 1 place where the speaker uses a narrative and indicate what line it is. \_\_\_\_\_

The speaker has two primary tactics of audience adaptation. What are they?

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What is one emotion that the speaker is trying to play on? \_\_\_\_\_  
(Hint: Refer to the text for examples of persuasive emotional appeals.)

What is the main type of reasoning the speaker is using?

- Deductive     Inductive     From sign     Faulty

Explain.

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## Multicultural Activities

You are all International Studies or Education students. In both of these tracts, as with most other walks of life, knowledge of and sensitivity to multiple cultures is necessary for success. You will face challenges communicating ideas to people who do not speak the same first language as you, who have different ideas about hierarchies than you, and who communicate differently both verbally and nonverbally. These homework assignments are geared towards strengthening your public speaking skills in a multicultural environment. Due dates are indicated on the calendar

*Word Choice/Language: Proverbs*

### OBJECTIVES

- To increase your awareness of the role family messages play in your life and your perception of yourself/others.
- To recognize ways in which different individuals have different perceptions and expectations, based upon familiar family language.

### INSTRUCTIONS

Write down 2 family proverbs you remember hearing often as a child. (Bonus points awarded for including three.) They are likely to describe should/shouldn't behavioral rules or be statements about the nature of the world, such as "You can't fight city hall."

In a few sentences, Indicate how each proverb has an implication for workplace or social behavior, including a consideration of implications if these rules/ideas are brought into a culturally diverse setting.

## *Adapting Your Topic Activity*

### **OBJECTIVES**

- To learn how speech topics may be altered to address the cultural climate of audiences.
- To learn to develop central ideas.

### **STEPS**

1. Imagine you are preparing to speak on the selected topics to the audiences described in the "Audience Adaptation Exercise."
2. Write central ideas for each topic and audience.
3. Report your central ideas to the class or submit written versions for evaluation.

### **AUDIENCE ADAPTATION EXERCISE**

#### **Topic 1: Valuing Diversity**

Audience A: A group of workers from the municipal parks commission: supervisors, recreation center managers, and police officers; 45% African-American, 40% white, 15% Hispanic-American, 70% males, 30% females.

Audience B: Twenty-five members of a college fraternity attending as a component of their pledge education program. They assume that much of what they will learn during this session may be of little value to them once they are initiated. The group is racially balanced and between the ages of 18 and 22.

#### **Topic 2: Working in an AIDS Hospice**

Audience A: Members of your college or university student governance organization responsible for allocating funds to campus clubs. Their characteristics are those of your own college or university.

Audience B: Parents whose civic organization is looking for a charitable beneficiary for their annual fundraising drive. Their children (ages 8–14) have held car washes, summer carnivals, and bake sales in order to raise money for this year's recipient.