

COMM106: Speech Composition and Presentation

Dr. Knopf (Morey248: Tuesdays & Thursdays 12:30-1:30, Wednesdays 10:00-11:00)
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Course Description:

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 (on Moodle)

Grading:

- Informative Speech – 20%
 - Persuasive Speech – 20%
 - Eulogy Speech – 20%
 - Activity/Participation – 20%
 - Quizzes (3) – 20%
 - Final Exam – 20%
- ★Full assignment descriptions & instructions are provided below. Use them.

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

- 4.0 = 94-100
- 3.7 = 88-93
- 3.3 = 82-87
- 3.0 = 76-81
- 2.7 = 70-75
- 2.3 = 64-69
- 2.0 = 58-63
- 1.7 = 52-57
- 1.3 = 46-51
- 1.0 = 40-45
- (0.0 = 0-39)

☆ Course grades start at 0 points, with each completed assignment adding to that number. 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 26+/29 class sessions
 - Arrive late/leave early ≤4 times
 - Complete *all* work on time
- 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.

Assignment Descriptions: All assignments and their due dates are established at the start of the semester. This way you know what to expect, and when. You can plan ahead, both for time management and learning strategies. All due dates are indicated on the course calendar at the end of this syllabus. Due dates are absolute and non-negotiable. Details, instructions, rationales, and grading criteria for all assignments are outlined in the Assignment Packet section that follows the calendar. You are responsible for familiarizing yourself with that information.

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: 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, email it by class time as a document or image file.

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.** Please note, on time attendance means that you, and not just your things, are in the classroom when it starts.

ATTENDANCE ON GALLERY AND PRESENTATION DAYS IS MANDATORY. ANY SCHEDULING CONFLICTS SHOULD BE DISCUSSED IN ADVANCE. ANY EMERGENCIES SHOULD BE INDICATED AS SOON AS POSSIBLE.

☆ 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/in advance of the absence. [Note: Grades that factor in attendance will be adjusted for such events as long as notice is given.]

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.

Success, Assistance, and Accommodations: I want you to succeed in this course, and assignments and policies have been developed in a way to help you succeed and to treat all students fairly and as responsible adults preparing for a career. Sometimes, though, life is particularly challenging. If you need particular course accommodations made for any situation, need assistance working through any problems, or have questions or concerns, please talk with me as soon as possible. You need to only provide enough information for me to provide or seek help.

COMM106 Calendar – Keep Track of Due Dates

| | TUESDAY | THURSDAY |
|--------|---|---|
| Wk1 | 1/24: Course introduction | 1/26: <i>warm-up activities</i> Bring in any nonfiction library book, copyright 2000 or later, approval. This will be the basis for your informative & persuasive speeches. |
| Wk2 | 1/31: Audience, Situation, & Purpose Ch. 1, 2, 3 (Make sure you begin reading your book) | 2/2: Types of Speeches <i>Craft possible purpose statements</i> Ch. 14, 16, 17 |
| Wk3 | 2/7: <i>audience analysis activity</i> Quiz #1 ch. 1-3, 14, 16-17 | 2/9: Research Ch. 4, 5, 15 |
| Wk4 | 2/14: <i>supporting your ideas activity</i> Quiz #2, ch. 4-5, 15 | 2/16: Outlining & Structuring the Speech Ch. 6, 7, 8 |
| Wk5 | 2/21 – FEBRUARY RECESS | 2/23: Presenting Ch. 9, 10, 11 |
| Wk6 | 2/28: <i>Language use activity</i> Quiz #3 ch. 6-11 | 3/2: <i>Delivery activity</i> Info Lit FS printed Moodle Quiz Results Due |
| Wk7 | 3/7: gallery practice – informative | 3/9: gallery practice- informative |
| Wk8 | 3/14: <i>optional conference with prof.</i> | 3/16: Informative presentations |
| Wk9 | 3/21: Informative presentations | 3/23: Informative presentations |
| Wk10 | 3/28 – SPRING RECESS | 3/30 – SPRING RECESS |
| Wk11 | 4/4: <i>“The Persuaders” film</i> | 4/6: persuasive activity |
| Wk12 | 4/11: gallery practice - persuasive | 4/13: gallery practice - persuasive |
| Wk13 | 4/18: <i>optional conference with prof.</i> | 4/20: Persuasive presentations |
| Wk14 | 4/25: Persuasive presentations | 4/27: Persuasive presentations |
| Wk15 | 5/2: <i>optional conference with prof.</i> | 5/4: gallery practice - eulogies |
| Wk16 | 5/9: Eulogy presentations | 5/11: Eulogy presentations |
| FINALS | Wednesday, 5/17, 8:00 - 10:00 am Final Exam, taken from quizzes | |

Assignments are due by the start of class on the day specified.

COMM 106 Assignments

Readings:

Fifteen chapters from the required textbook are assigned reading.

This book is a helpful guide for structuring your speeches – but only if you read it.

Chapters are marked in the calendar on the days you are expected to have read them. In-class discussions will correspond with, though not fully repeat or summarize, those chapters.

Lectures:

Course lectures are kept to a minimum (only 5, plus applied activities). They are designed to reinforce and clarify the material in your text. PowerPoint versions of the lectures are available on Moodle, if you choose to access them for study or note-taking purposes. PowerPoints will generally not be used during class.

Activities:

In addition to formal lectures, a number of class meeting times are reserved for application activities that are designed to help you improve your speech composition and/or presentation skills. These are learning experiences and are not graded – so you can make mistakes without stress. However, they are only helpful if you participate, so refusal to do so will have a negative effect on the activity/participation grade.

Tests:

There are three written quizzes and one final exam in the class.

Quiz questions will be multiple-choice, based on the assigned readings and corresponding class discussions.

The final exam will be cumulative, with a combination of short-answer and multiple choice questions, taken from, based on, or similar to, the quiz questions (so keep the graded quizzes for you study guide for the final!)

Why tests? Psychological research on the science of successful learning has demonstrated that the act of preparing for a test and actually taking the test and retrieving information is a great boost to memory. Exams are not just a measurement instrument, they are also an important learning instrument. Exams are a clinically proven way to help students keep up with classwork – they encourage attendance, preparation and review in ways that less traditional or structured means don't, and the use of frequent quizzes or tests is likely to promote regular, moderate, work, whereas a few larger assignments tend to produce short bursts of cramming, often at the last minute. Your speech compositions will be easier if you take the time to learn the basics in advance.

Speeches:

You will deliver 3 graded speeches this semester. Any scheduling conflicts with presentation days should be discussed in advance.

Because all students will have completed a draft of their speech ready at least one week in advance of the presentations, all students should be prepared to speak on the first day of presentations. Names will be drawn randomly – unless other arrangements have been made in advance because of public speaking anxiety or scheduling conflicts.

All students are expected to attend all three days of presentations. Failure to do so may negatively effect the activity/participation grade.

Grading rubrics for all speech assignments are found at the end of this document.

INFORMATIVE AND PERSUASIVE SPEECH:

During the first week of the semester, you will select any nonfiction book of your choosing, published on or after 2000. The content of this book will form the basis of your informative and persuasive speech. This will allow you to learn a topic of interest in depth while also helping to reduce your research workload for the speeches. You will have a chance to develop and receive focus on your speech ideas in class; once you have chosen a book, however, you cannot change.

Informative and Persuasive Speech Annotated Bibliographies

Each speech must use the book, plus at least 3 other resources (no more than 2 websites), as information sources.

Each speech will be 5-8 minutes long.

Each speech will be accompanied by an alphabetized annotated bibliography of these sources, typed, double-spaced, in 12-Point Times New Roman or Garamond font. Each source should be cited using APA format (the Purdue OWL website at <https://owl.english.purdue.edu/owl/resource/560/01/> is very helpful for indicating what information goes into a citation) and followed by a concise, well-written, 1-2 paragraph summary and evaluation of the source's content (refer back to chapters 4 & 5 in your text for guidelines on evaluating research sources). For example:

Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America*. New York: Henry Holt and Company.

In this nonfiction book based on a journalist's experiential research, Ehrenreich attempts to ascertain whether it is currently possible for an individual to live on a minimum-wage in America. Taking jobs as a waitress, a maid in a cleaning service, and a Walmart sales employee, the author summarizes and reflects on her work, her relationships with fellow workers, and her financial struggles in each situation. Though the author acknowledges limitations of her experimental experiences, she supplements it with other research on her places of employment, the economy, and the rising cost of living in America. Overall, the book is timely, descriptive, and well-researched.

EULOGY/SPECIAL OCCASION SPEECH:

Special occasion speaking is perhaps one of the most common types of public speaking, and eulogies are one speech type that anyone may have an opportunity to give. To practice this common form, and reduce a little-end-of-semester stress, you will deliver a 4-6 minute eulogy for the end (the "death") of your favorite class during the semester.

You will consider your own experiences and the experiences of others in the class as you celebrate the life of the course – the good, the bad, and the ugly - during the semester. No research is required. The only rule is that must follow the decorum of a eulogy and may not include personal attacks on any students or instructors.

Gallery practice:

To help you prepare for your speeches, non-graded, mandatory practice time is built into the course. Prior to delivering each speech for a grade, you will deliver a full run through to get some practice and feedback. Every student will be expected to have a complete draft of their speech prepared one week in advance of the formal presentations. During class, students will deliver their speeches a few times each for small, rotating, groups. Both speakers and audiences are necessary for this activity, so attendance is particularly expected on gallery days. Any scheduling conflicts should be discussed in advance. -- After these gallery rehearsals, you will have the option of using class time to get one-on-one feedback or assistance from the professor before delivering your speech for a grade.

Homework:

Homework is part of your activity/participation grade

- **Reading** (see above)
- **Completed speech drafts for gallery practice** (see above)
- **Annotated bibliographies with informative and persuasive speeches final speeches** (see above)

Grading:

Bibliography is properly formatted. – 1 pt

Each citation is complete. – 1 pt

Well-written annotations, in your own words, using complete sentences & good grammar. -1pt

Attention is given to both content and quality of each source. -2 pts

- **Information Literacy Tutorials and Quizzes:** As a designated First-Year Speaking course, this class is linked to the Library's information literacy instruction. Early in the semester, you will receive an email from the Library telling you about the tutorials and Moodle quizzes. The tutorials are linked through the Library's webpage (and can be accessed via a hyperlink in their Moodle site). The quizzes are found in their Moodle site.

For this class, you are responsible for completing the FS Quiz! *You must **PRINT** the screen/page that shows your quiz result and submit it by the due date listed in the calendar.*

Grading:

On-time completion & submission of the quiz, with at least a 33% - 5pts

- ♦ 85-100% +4 points, 65-84% +3 points, 45-64% +2 points, 34-44% +1 point.

Informative & Persuasive Speech Rubric

| | Element | % | | | | |
|-----------------|--|-----------|--|---|---|---|
| Intro | Attention Getter | 5 | Draws audience in with intrigue and/or relevance | Establishes a clear start to the speech, but doesn't quite draw audience in. | Vague, commonplace, or confusing | There is no clear attention getter. |
| | Screening <i>Summary of speech</i> | 5 | Appropriate specific purpose stated & audience relevant, Outlines main points; basic content & organization clear. | Specific purpose is stated, but without explicit connection to audience. And/or, 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, your expertise</i> | 5 | Introduces self to audience, explains personal interest/knowledge in the topic, establishes good will. | 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. |
| Content | Research <i>Using & crediting outside sources</i> | 10 | At least 4 quality sources used & indicated verbally throughout the speech as needed. | At least 3 quality sources are used & indicated verbally throughout speech as needed. | At least 2 quality sources are used & indicated verbally throughout speech as needed. | Research is not made apparent in the speech. |
| | Supporting Material <i>Stats, examples, testimony, etc.</i> | 15 | Each main point is explained with variety of supporting material. Logical & appropriate arguments. Fills time req. | Each main point is explained with supporting material. Logical & appropriate arguments. Nearly fills, time req. | Some supporting material used. Arguments are flawed. Fails or exceeds time req. by more than ¼. | There is little/no use of supporting material. No arguments. Fails or exceeds time req. by more than ½. |
| | Audience Focus | 15 | Explicit consideration of audience interests or concerns. Talks to audience, not at or about them. | Implicit consideration of audience interests or concerns. Talks to 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. |
| | Language <i>Accurate & interesting</i> | 5 | Uses oral style and rhetorical devices. | Uses oral style, but lacks rhetorical devices. | Grammar or accuracy problems. | Language is too complex, inaccurate, &/or inappropriate. |
| | Present Aid | 5 | No presentation aid needed & not used. OR Aid was useful & used effectively. | Any aids used were helpful, but could have been better utilized or executed | Any aids used needed work. | The speech did not benefit from use of a presentation aid. |
| | Org. <i>Pattern & transitions</i> | 15 | 2-4 main points, clear organizational strategy, & effective transitions. | 2-4 main points, clear organizational strategy, lacks transitions. | 2-4 main points, but not clearly organized | Main points are not distinguishable |
| Delivery | Verbal | 5 | 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 | 5 | Makes eye contact, uses gestures effectively, appears confident with appropriate demeanor. | Eye contact, demeanor. &/or gestures okay but can be improved. | Minimal eye contact established. Gestures absent | There is no eye contact or gestures; posture may be poor |
| Concl. | Closing <i>Signal & tone</i> | 5 | Signals end of the speech, finishes in timely manner, & sets appropriate parting tone | Signals end of the speech, finishes in timely manner, but doesn't set parting tone | Indication of the end is vague, or misplaced. | There is no conclusion; the speech simply stops |
| | Recap <i>Summary of speech</i> | 5 | Restatement of specific purpose, with brief review of full content | Restatement of specific purpose, with partial review of content | Either a review of purpose or main points. | No summary statements &/or new information. |

Eulogy Speech Rubric

| | Element | % | | | | |
|-----------------|--|-----------|--|---|---|---|
| Intro | Attention Getter | 10 | Draws audience in with intrigue and/or relevance | Establishes a clear start to the speech, but doesn't quite draw audience in. | Vague, commonplace, or confusing | There is no clear attention getter. |
| | Credibility <i>About you, your expertise</i> | 10 | Introduces self to audience, explains personal interest/knowledge in the topic, establishes good will. | 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. |
| Content | Supporting Material <i>Stats, examples, testimony, etc.</i> | 10 | Each main point is explained with variety of supporting material. Logical & appropriate arguments. Fills time req. | Each main point is explained with supporting material. Logical & appropriate arguments. Nearly fills, time req. | Some supporting material used. Arguments are flawed. Fails or exceeds time req. by more than ¼. | There is little/no use of supporting material. No arguments. Fails or exceeds time req. by more than ½. |
| | Audience Focus | 15 | Explicit consideration of audience interests or concerns. Talks to audience, not at or about them. | Implicit consideration of audience interests or concerns. Talks to 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. |
| | Language <i>Accurate & interesting</i> | 20 | Uses oral style and rhetorical devices. | Uses oral style, but lacks rhetorical devices. | Grammar or accuracy problems. | Language is too complex, inaccurate, &/or inappropriate. |
| | Org. <i>Pattern & transitions</i> | 10 | 2-4 main points, clear organizational strategy, & effective transitions. | 2-4 main points, clear organizational strategy, lacks transitions. | 2-4 main points, but not clearly organized | Main points are not distinguishable |
| Delivery | Verbal | 10 | 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 | 5 | Makes eye contact, uses gestures effectively, appears confident with appropriate demeanor. | Eye contact, demeanor. &/or gestures okay but can be improved. | Minimal eye contact established. Gestures absent | There is no eye contact or gestures; posture may be poor |
| Concl. | Closing Signal & tone | 10 | Signals end of the speech, finishes in timely manner, & sets appropriate parting tone | Signals end of the speech, finishes in timely manner, but doesn't set parting tone | Indication of the end is vague, or misplaced. | There is no conclusion; the speech simply stops |