

COMM106 Basic Principles of Speech Tu & Th 2-3:15, Flag Hall 233
Dr. Knopf (office hours, Tu/Th 3:30-5:00 & M/W/F by appointment)
 knopfc@mopdsdam.edu, 267-2883

Outcomes/Description

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

- a. develop clear and focused thesis statements that are appropriate for the time allocated, the audience, and the occasion
- b. outline a speech with a clear thesis statement, main points, and sub-points;
- c. identify demographic & situational factors that a speaker needs to know about an audience;

You will give multiple 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;

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;

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;

You will deliver informative, persuasive, and special occasion speeches, and will be expected to carefully construct purposes and arguments in manners appropriate for each genre and audience.

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

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

You will be expected to complete an annotated bibliography that includes at least 2 sources found through the Crumb Library. You will also complete a number of Information Literacy tutorials through Blackboard, hosted by library faculty.

Materials Needed

- Speak Up!, 2nd ed. By Douglas M. Farleigh, Joseph S. Tuman, & Peter Arkle (absolutely required; an older edition will be available on reserve at Crumb Library, which can be used in emergencies)
- A dedicated notebook (taking notes during class will greatly advance your success in this course)
- Internet access (needed to complete the Information Literacy Assignments)
- 4x6 index cards (optional to create cheat sheets for exams)
- Your assigned playing card (you will be given this on the first day of class; do not lose it)
- A copy of the complete **Syllabus** (this is available for download on Blackboard; you may print it or save it to a computer, but you must have it)
- A copy of the complete **Assignment Packet** (this is available for download on Blackboard; you may print it or save it to a computer, but you must have it)

COMM106: Basic Principles of Speech with Dr. K * Spring 2011 Schedule
 Abbreviations: ch = chapter, chapt = chapter, AP = Assignment Packet, m/c = multiple-choice

Date	What's Due Today?	Exams?	What Are We doing in class?
Tu 1/25			Go over course, discuss handling nerves, watch "Ray's on TV"
Th 1/27	Chapt 13 (read before class)		Discuss ch. 13 (delivery); view <i>Election</i> ; give <i>Whose Line</i> "3-headed speaker" warm-up speeches
Tu 2/1	Chaps 1-2 (read before class) ILT a- "The Web vs. Library" (see directions in AP)		Discuss speech preparation & group speech assignment; have group work time for planning & research (assign campus resource topics - grps will be A, 2, 3, 4, 5, 6)
Th 2/3	Chapt 19 (read before class)		Discuss ch 19 (group presentations); have group work time for writing & rehearsal
Tu 2/8	Group speech about assigned campus resource (see AP for details)	m/c quiz: ch 1-2 & 13	Take quiz; (begins when you walk through the door); listen carefully to speeches
Th 2/10	Chapt 5 (read before class) ILT b-"How to Choose" (see directions in AP)		Discuss ch 5 (audience); do basic audience analysis survey
Tu 2/15	Chaps 6 & 15 (read before class)	m/c quiz: ch 5 & 19	Take quiz; (begins when you walk through the door); discuss ch 6 (focus) & 15 (informative speaking); review informative speech assignment
Th 2/17	Chaps 7-8 (read before class) ILT c-"Crafting a Search" (see directions in AP)		Discuss ch 7-8 (research & supporting materials); play "Unseen Maze;" view <i>Clueless</i> & <i>Red, White and Blonde</i>
Tu 2/22	Chaps 9 & 11 (read before class) Annotated bibliography of 3 possible sources for informative speech - must be completed & approved prior to speech (see AP for details)	m/c quiz: ch 6-8, 15	Take quiz; (begins when you walk through the door); discuss ch 9 (organization) & 11 (outlining); watch <i>Anchorman</i> ; play "In a Pickle" time permitting
Th 2/24	Chapt 14 (read before class)		Discuss ch 14 (presentation aids); play <i>Whose Line</i> "Props"
Tu 3/1	Informative speech about information or entertainment technology (see AP for details)		Listen carefully to speeches Speakers will be those people with Diamond & Spade cards
Th 3/3	Informative speech about information or entertainment technology (see AP for details) ILT d-"Developing a Search" (see directions in AP)		Listen carefully to speeches Speakers will be those people with Club & Heart cards
Tu 3/8			SPRING BREAK - no class
Th 3/10			SPRING BREAK - no class
Tu 3/15	Chapt 10 (read before class) ILT e-"Format vs. Information" (see directions in AP & on Bb)	m/c quiz: ch 9, 11, 14	Take quiz; (begins when you walk through the door); discuss ch 10 (intros & conclusions); revisit & revise informative speeches

Th 3/17	Chapt 12 (read <i>before</i> class)		Discuss ch 12 (language); write menu items; play "Befudium" time permitting
Tu 3/22			Midterm review; speech practice activities
Th 3/24		m/c MIDTERM: ch 1-2, 5-9, 11, 14-15, 19	Take midterm (begins when you walk through the door)
Tu 3/29	Chapt 18 (read <i>before</i> class)		Discuss ch 18 (special occasion speeches); mock awards ceremony
Th 3/31			Watch "Pet the Bunny;" review special occasion speech assignment;
Tu 4/5	Special occasion speech – eulogy of a TV character		Listen carefully to speeches Speakers will be those people with Club ♣ & Heart ♥ cards
Th 4/7	Special occasion speech – eulogy of a TV character ILT f-"Finding Something" (see instructions in AP & on Bb)		Listen carefully to speeches Speakers will be those people with Diamond ♦ & Spade ♠ cards
Tu 4/12	Chapt 16 (read <i>before</i> class)	m/c quiz: ch 10, 12, 18	Take quiz; (begins when you walk through the door); discuss ch 16 (persuasion); create ad campaign
Th 4/14			Dr. K @ ECA – no class
Tu 4/19	Chapt 17 (read <i>before</i> class) ILT g-"Database Results" (see directions in AP & on Bb)		Discuss ch 17 (persuasive methods); review persuasive speech assignment; watch <i>Monty Python</i>
Tu 4/26			Watch & discuss <i>The Persuaders</i>
Th 4/28			In-class audience analysis through surveys & focus groups to prepare for persuasive speech
Tu 5/3		m/c quiz: ch 16-17	Take quiz; (begins when you walk through the door); in-class time for help with persuasive speech
Th 5/5	Persuasive speech on community service or charity (see AP for details)		Listen carefully to speeches Speakers will be those with A or 2 cards
Tu 5/10	Persuasive speech on community service or charity (see AP for details)		Listen carefully to speeches Speakers will be those with 3, 4, or Q cards
Th 5/12	Persuasive speech on community service or charity (see AP for details)		Listen carefully to speeches Speakers will be those with 5 or 6 cards
TBA finals		FINAL: cumulative	

If you miss a class, check here for what you missed. There is no need to contact me with the question, "What did/will I miss?" or "What's due?" Look here, and you'll know. This calendar will help you plan ahead. Carefully read the Assignment Packet for complete details and directions about the work that is due.

Grading

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

Quizzes	25 points
Exams	25 points
Speeches	50 points
Group presentation	4pts
Informative Speech	12pts
Special Occasion Speech	10pts
Persuasive Speech	24pts

Annotated Bibliography	0 points (must be approved for informative speech)
Information Literacy Tutorials	0 points (must be completed to pass course)

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

Final Grades are broken down in this class as follows:

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

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

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

Challenging a Grade

If you identify an error in grading, I am always willing to admit to a mistake and correct it. If you want me to reconsider a grade, follow these steps:

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

Due Dates/Late Work

LATE ASSIGNMENTS ARE NOT ACCEPTED. *If you know in advance you will not be in class when an assignment is due, turn it in early.* All due dates are on the course calendar.

Extra Credit

Extra credit will not be available as an end-of-semester option to make-up for or replace work that you did not do throughout the semester. There are some chances at bonus points built in to the course.

** Academic Integrity & Dishonesty **

As stated in the Undergraduate Catalog, the following pledge is made on all academic work done by students at SUNY Potsdam. This pledge is regarded as an indication that you understand and have complied with the requirements and assignments as set forth by the course instructor and as stated in this Academic Honor Code.

"On my honor: I will not give nor receive any inappropriate assistance on any academic work in accordance with the SUNY Potsdam Academic Honor Code and the directions given to me by each course instructor"

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

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

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

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

Incompletes

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

Attendance

There is no set number of "allowable" absences, but regular, timely, attendance is expected. *In-class work and assignments that are missed during an absence cannot be made up, except in extreme circumstances with documentation* * Reasonable effort at providing advance notice of such instances is expected.

Reasonable accommodations will be made for religious observances. **Notification of a missed class for religious reasons needs to be made in advance** so that we can work together.

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

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

Attendance is mandatory for the Final Exam, so make your travel arrangements accordingly.

Classroom Behavior

Technology/Electronic Devices

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

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

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

* In some circumstances one might have a college sanctioned event, negotiation, writing their religious observances or death in the immediate family. These do not include optional events like hangovers, vacations, weddings, births of children other than your own, and various appointments; manageable events like roommate disputes and semantic troubles or events that can be planned for like funerals, exams and papers in other classes, and work projects. Documentation must come from official sources like coaches, doctor, lawyer, or clergy - not notes from your parents or roommates.

Etiquette

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

CUI (Class under the influence)

Please do not attend class while drunk or under the influence of any recreational drugs. Doing so creates a counter-productive environment for your classmates, and is unlikely to help you succeed in the course. If you think you may have a problem with drugs or alcohol, there are services on and off campus that can assist you.

Special Circumstances & Accommodation

If you have a learning disability, special need, handicap, or health issue that can affect your performance in this class, reasonable accommodations will be made, assuming you notify the instructor in advance. Accommodations such as additional time for exams, course note-takers, or readers will only be provided with proper documentation and authorization. You should also discuss any particular concerns that are specific to this class with the instructor at the start of the semester, or whenever such issues may arise.

COMM106 Basic Principles of Speech

With Dr. K.

Assignment Packet

Directions, tips, and grading for all assignments this semester.

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You must read this packet in order to succeed in the course.

Readings (nongraded, essential for success in the course)

Nearly every class day, one or more chapters will be due (see schedule for exceptions). To maximize our class time and your learning, you should read the chapters *before* coming to class. This way, our discussions in class will make more sense to you and you will be better prepared to ask questions or contribute to dialogues. (When you look at the course schedule you will see what chapter(s) is due on a given day.)

It's easy to procrastinate, so the following items are meant to encourage you to keep up on the readings throughout the semester:

- I will randomly call on people to answer questions or contribute ideas to class discussions, using the playing cards you were assigned on the first day of class.
- On the day a chapter is due you may turn-in one 4x6 index card with handwritten notes (front & back) from the chapter. (One card per chapter.) At the appropriate quiz & exam times, these cards will be returned to you for use as "cheat sheets."
 - You may have only 1 card per chapter.
 - Cards may not be any larger than 4x6. (See below.)
 - Notes must be handwritten, not typed.
 - Your name must be on the card.
 - Cards will be accepted only on the day the chapter is due, no exceptions.

This is a 4x6 card.

If you do not have index cards available,
you may cut paper to this size to use.

It may not be any larger than this outline.

If you do not have a ruler, trace this box.

Quizzes (5 quizzes @ 5 pts, 25 possible points, 25% of final grade)

There will be six 5-10 minute, multiple-choice, quizzes throughout the semester. Quizzes are always at the start of class and will always be on a Tuesday (see schedule for exact dates). Quizzes will be 5 questions each and cover approximately 3 chapters each. The quizzes will cover the readings, lectures, and discussions since the previous quiz (see schedule for exact chapters included on each quiz). We will start the class session with the quiz before moving on to new material. **Please be prepared to start the quiz promptly at 2:00;** our class time is extremely valuable and limited.

You may skip or disregard 1 quiz; in other words, your three lowest quiz scores will be dropped. Because of this flexibility no make-up quizzes will be given.

There are several ways to prepare for the quizzes:

- Read the chapters. (Each day a chapter is due you may choose to turn-in one 4x6 notecard for each chapter with handwritten notes from the chapter; these notecards will be returned to you for use on quizzes and exams as cheat sheets; see the section in this Assignment Packet about Readings.)
- Listen carefully and take notes in class.
- Use the practice quizzes on the textbook website.

Questions for the midterm and final exams will be taken directly from these quizzes. You should keep each quiz when it is returned and carefully study what you got wrong – and what you got right. When a quiz is over, you can't just forget the information and move on to the next thing.

Midterm (10 pts) & Final (15 pts) Exams (25 possible points, 25% of final grade)

To help reinforce all the components of a well-constructed and well-delivered speech, two major exams will be used to encourage you to maintain good study and work habits throughout the semester. In this way, I hope to help you retain the important information you are learning from one week to another.

The midterm exam will be a multiple choice test, consisting of questions pulled from the quizzes at the midpoint of the semester (see schedule for date and exact chapters covered). The midterm will be 10-20 questions.

The final exam will be a cumulative multiple choice test, consisting of questions pulled from the quizzes for all chapters. The final will be 30 questions. In addition, there will be a number of short answer questions for the opportunity to earn bonus points.

There are several ways to prepare for the exams:

- Read the chapters. (Each day a chapter is due you may choose to turn-in one 4x6 notecard for each chapter with handwritten notes from the chapter; these notecards will be returned to you for use on quizzes and exams as cheat sheets; see the section in this Assignment Packet about Readings.)
- Listen carefully and take notes in class.
- Use the practice quizzes on the textbook website at www.afirstlook.com
- Carefully review your quizzes throughout the semester.

Information Literacy Tutorials (must be completed in order to pass course)

All FS (First-Year Speaking) General Education classes must complete several information literacy assignments, including a series of tutorials, hosted by Crumb Library through Blackboard.

Goal of the Info Lit Tutorial assignment:

- **Improve research skills that will help you collect and manage supporting materials for your speeches**

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

- The Web vs. "Library" databases or, Unorganized vs. Organized information
- How to choose an appropriate search tool
- Crafting a research question from a topic
- Developing a search vocabulary from a research question
- Format vs. Information Type
- Finding something on the shelf
- Database Results lists: What are you getting?

NOTE: There are more Info Lit Tutorials on Bb than you have to do. *Pay attention to the titles above.* To help you complete this in a timely manner, specific due dates for each tutorial are indicated on the class schedule.

Directions for accessing and completing the tutorials:

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

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

Completing the Tutorials

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

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

NOTE: If you are having trouble accessing the Information Literacy Tutorials, go to the Blackboard page for *this class* and check out the menu option named "Info Lit Tutorial." There you will find these directions accompanied by screenshots that may help you better navigate the process.

Group Presentation (4 possible points, 4% of final grade)

Learning Goals of group presentation assignment:

- **Begin practicing good delivery skills**
- **Begin to learn to manage nervousness**
- **Improve coordination in multi-person presentations, a common format in many scenarios**
- **Work on small group communication skills, important to the workforce**

DELIVERY STYLE: Manuscript
LENGTH: 6-8 minutes

No matter where you work, in the professional world you may often find yourself in the position of having to give presentations as part of a group, and you will definitely find yourself in the position of having to work with other people. This assignment helps you learn and refine the skills needed for each situation.

For this assignment, you will work in groups of 4 to deliver a short group presentation.

The exact topic will be assigned to you and will be a particular service offered by SUNY Potsdam. As a group, you will act as a sort of marketing or public relations team for the service/office to let fellow classmates know about it; in other words, to promote it.

- Everyone in the group should contribute to the content of the speech.
- Everyone in the group should have a roughly equal portion of the presentation.
- Though individuals can do some of the preparation work on their own, the speech should be put together with all group members involved to ensure that it all fits together without contradiction or unnecessary duplication. (It is even advisable that the speech be written as an entire group, or edited by one person, so that it all sounds similar.)
- As a group, practice your speech. Pay particular attention to transitions, not only between parts of the speech, but also between speakers. Be aware of your body language and behavior while your teammates are presenting.

GROUP PRESENTATION GRADING RUBRIC

NO = 0 'SORTA' = 1/4 YES = 1/2

Did the speech hold together as a cohesive whole, with everyone participating?	NO	'SORTA'	YES
Did I speak loudly enough to be easily heard by everyone?	NO	'SORTA'	YES
Did I speak slowly & clearly enough for everyone to easily follow along?	NO	'SORTA'	YES
Did I demonstrate vocal variety & a conversational quality to my voice?	NO	'SORTA'	YES
Did I use gestures while speaking?	NO	'SORTA'	YES
Did I make sustained eye contact while speaking?	NO	'SORTA'	YES
Did I avoid using too many distracting habits?	NO	'SORTA'	YES
Did I show respect & interest to my fellow presenters?	NO	'SORTA'	YES

Annotated Bibliography (must be completed in order to give informative speech)

All FS (First-Year Speaking) General Education classes must complete several information literacy assignments, including an annotated bibliography.

Goals of the annotated bibliography assignment:

- Conduct research, in a timely manner, for use in your informative speech
- Improve your ability to evaluate the quality and usefulness of available materials
- Learn to recognize and apply different kinds of supporting materials common to 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. (See example below.)

Your bibliography for this assignment must:

- First state the **specific purpose** of your informative speech
- Include at least 4 sources that you could use in your informative speech
 - Two sources must be found through the SUNY Potsdam Libraries. (Mark these with an asterisk * or star ★.)
 - Not include any encyclopedias, including Wikipedia.
- Use sources relevant for your informative speech about information or entertainment technology topic – see assignment description in this packet. (Note: Not all sources in the bibliography have to be included in the speech. Also, sources not featured in the bibliography may be used for the speech.)
- Be cited in MLA or APA format (Crumb offers online resources to help with this)
- Have 1-2 paragraph annotations for each source that
 1. describes the source – what it is (book, website, etc.), who created it, how long it is, & what it contains, AND
 2. explains why the source is valuable in relation to the topic.

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

- indicates what type(s) of evidence the source can provide for your speech **using the actual terms for supporting materials found in your textbook, chapter 8** (such as statistics, testimony, examples, etc.)
- Be typed, double-spaced, using 10-12-pt. font.
- Use correct spelling and grammar. An average of more than two errors per page will negatively impact your grade. (Use Standard American English – no textling.)

Cornell University has an excellent resource to help you with this assignment, at

<http://olinuris.library.cornell.edu/ref/research/skill28.htm>.

Specific Speech Purpose: To inform an audience of college students about how new technology has changed the changed the field of archeological research.

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

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

Informative Speech (12 possible points, 12% of final grade)

Learning Goals of informative speech assignment:

- **Learn to incorporate solid, quality research (supporting materials) into an oral presentation**
- Continue to improve your delivery skills.
- Connect speech skills to your career field, or potential field.
- Connect speech skills to the use of technology.
- Enhance your own technology literacy.

DELIVERY STYLE: Extemporaneous
 LENGTH: 5-7 minutes
 PRESENTATION AID: Required
 SOURCES: At least 3

Below is a list of technology-related topics you can choose for your speech. (If you can think of a technology-related topic not listed, please get it approved first.) Your task is to teach an audience about something related to your chosen topic.

You may select a target audience to reflect a "real world" or common career scenario, or you may use your classmates as a target audience.

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.

INFORMATIVE SPEECH GRADING RUBRIC

NO = 0 'SORLA' = 1/2 YES = 1

Did I use enough sources of supporting material? (Look at requirements.)	NO	'SORLA'	YES
Did I use oral footnotes, & tell the sources throughout the speech?	NO	'SORLA'	YES
Did I use info/arguments that were relevant & appropriate to my audience?	NO	'SORLA'	YES
Did I deliver the speech extemporaneously?	NO	'SORLA'	YES
Did I speak loudly enough to be easily heard by everyone?	NO	'SORLA'	YES
Did I speak slowly & clearly enough for everyone to easily follow along?	NO	'SORLA'	YES
Did I demonstrate vocal variety & a conversational quality to my voice?	NO	'SORLA'	YES
Did I use gestures while speaking?	NO	'SORLA'	YES
Did I make sustained eye contact while speaking?	NO	'SORLA'	YES
Did I avoid using too many distracting habits?	NO	'SORLA'	YES
Was my presentation aid useful & handled well?	NO	'SORLA'	YES
Did my speech meet the time requirements of the assignment?	NO	'SORLA'	YES

Approved Technology Topics for Informative Speech

The first column provides an acceptable topic; topics not listed in that column must be cleared in advance with the professor. The following columns give some suggestions for the focus (specific purpose), though other approaches are also acceptable.

TECHNOLOGY	HOW TO	DEFINING	ABOUT
Wikis	- How to create or use a Wiki	- What Wikis are	- Benefits & problems of Wikis - Development of - Different types
Internet Safety	- How to protect yourself financially - How to protect yourself physically	- What "Net safety" refers to	- Dangers created by the Internet - Cyber security careers - Particular crimes - Types of scams or crimes
Web 2.0	- How to use	- What it is	- Impact on society - Impact on business - Impact on government - Development of
Internet Literacy	- How to improve	- What it is	- Internet literacy programs
Second Life	- How to use it	- What it is	- Educational uses - Governmental uses - Psychological or social effects
Internet Privacy	- How to ensure	- What "Net Privacy" means	- Privacy concern - Privacy breaches - Facebook & privacy
MMORPG, First-Person Shooter, or other game types	- How to get involved/play	- What they are	- Different games - Particular strategies or skills - Social aspects - Development of
Social Gaming	- How to play particular game(s) – like Farmville, Mafia Wars, etc.	- What it's all about	- Strategies of social games - Development/history of - Why people get addicted
Library/reference databases	- How to use them	- What they are	- How they differ from the Web - Benefits to research
Intellectual property on the Web	- How to avoid plagiarism or felonies - How to protect own work	- What people need to know	- Penalties for violations - History of problems
Email scams	- How to detect - How to avoid	- Different types	
Digilante Justice		- What it is	- Concerns about - Legalities of
Distance Learning	- How to teach - How to succeed in an online course	- What it is	- Different options available - Pedagogy of - Concerns & or benefits of
Web censorship		- What it is	- History of - Actions for and against - Problems with - Concerns about
Presentation software (ex PowerPoint)	- How to use well	- What options are available	- Problems associated with - Benefits of
Blogging	- How to blog	- What is a blog	- Benefits or problems of blogs - Well known blogs
Career/discipline software/tech (ex digital design programs, word processors, stat analysis, GPS...)	- How to use particular technology in your field	- What the tech does	- How it developed - When/where it's used

Special Occasion Speech (10 possible points, 10% of final grade)

Learning Goals of special occasion speech assignment:

- Incorporate vivid language that helps your audience to feel something
- Utilize an organizational pattern
- Construct a clear introduction & conclusion that fulfill all requirements
- Continue to improve your delivery skills

DELIVERY STYLE: Extemporaneous
 LENGTH: 3-6 minutes
 PRESENTATION AID: No. (An image of the "deceased," however is welcome.)

For this presentation, you will compose and deliver a eulogy for a television or movie character (including cartoons) that you will pretend has "died." The eulogy should use what you know about the character from the film or television program, and from fan web sites. It should comment on the character's achievements, unique qualities, and/or contributions to the life of others. It should also acknowledge the loss that mourners (the characters friends, family, fans) would feel and stir positive memories and give words of comfort. You may choose to use humor or not, depending on your preferences and the character you're eulogizing.

You will need to employ emotional and vivid language; have an introduction that references the occasion & establish your own credibility as a speaker (why are you talking about this character?), and highlights/previews some of the key points of the speech; and, have a conclusion that lets the audience know your speech is ending, summarizes/recaps the main idea of the speech, and sets an appropriate tone.

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

SPECIAL OCCASION SPEECH GRADING RUBRIC	NO = 0	'SORIA' = 1/4	YES = 1/2
Did I make reference to the occasion or purpose of the speech?	000	0001/4	010
Did I try to relate to or connect with the audience?	000	0001/4	010
Did I introduce myself & tell why I'm qualified to speak about this character?	000	0001/4	010
Did I use a particular and appropriate organizational pattern?	000	0001/4	010
Did I use connectives between main points?	000	0001/4	010
Did I use oral style? (Shorter sentences, simpler words.)	000	0001/4	010
Did I use sensory language &/or rhetoric devices to make the speech interesting?	000	0001/4	010
Did I use enough supporting material to give a complete image of the character?	000	0001/4	010
Did I use info/arguments that were relevant & appropriate to my audience?	000	0001/4	010
Did I deliver the speech extemporaneously?	000	0001/4	010
Did I speak loudly enough to be easily heard by everyone?	000	0001/4	010
Did I speak slowly & clearly enough for everyone to easily follow along?	000	0001/4	010
Did I demonstrate vocal variety & a conversational quality to my voice?	000	0001/4	010
Did I use gestures while speaking?	000	0001/4	010
Did I make sustained eye contact while speaking?	000	0001/4	010
Did I avoid using too many distracting habits?	000	0001/4	010
Did I give the audience a cue that the speech was coming to an end?	000	0001/4	010
Did I restate the main idea of the speech?	000	0001/4	010
Did I end the speech with an appropriate statement?	000	0001/4	010
Did my speech meet the time requirements of the assignment?	000	0001/4	010

Persuasive Speech (24 possible points, 24% of final grade)

Learning Goals of persuasive speech assignment:

- Learn to use good-quality supporting materials to make arguments that jive with an audience that probably has a different point of view than what you're promoting (a hostile audience)
- Deliberately organize your speech's main points and sub-points with a specific pattern
- Provide a clear introduction that fulfills all the necessary functions
- Provide a clear conclusion that fulfills all the necessary functions
- Use interesting language appropriate for oral style
- Connect speech skills with civic life – your activities and responsibilities as a member of communities.

DELIVERY STYLE: Extemporaneous
 LENGTH: 7-10 minutes
 PRESENTATION AID: Optional
 SOURCES: At least 2

Your task for this assignment is to present an actuateive speech directed to your fellow classmates asking them to somehow take part in or support a cause or organization of your choosing. (An actuateive speech is a particular type of persuasive speech that asks an audience not just to think or feel a certain way, but to do something – to act.)

Depending on your speech topic, your preferences, and what you learn through audience analysis, the action you can ask for could be things like: sign a petition, donate money or time, volunteer, join an organization, or other as appropriate. **You must be specific.**

The list below gives you some topic ideas to help you get started, but you do not have to stick with the list. Though it is not necessary, you may find the assignment more beneficial and rewarding if you select a topic related to your life and/or your career.

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

Topic Ideas/Suggestions for Persuasive Speech

These are just some thoughts/ideas/suggestions to get you started. You are not limited to the selections here. Whatever you select, remember to be specific.

Cause/Issue	Petition?	Contribution?	Service?
Animal Welfare	To stop animal testing	to Humane Society to ASPCA to local shelter	Volunteer at shelter
Literacy			Help the Potsdam Public Library literacy program
Medical research (should specify cause – heart disease, cancer, etc)		to a particular fund	Participate in walk or run
Environmentalism	For tougher pollution laws	to Sierra club	Recycle Carpool
School spirit		to a party to a donation for the college	Attend athletic events Join a particular club Get involved with SGA
Poverty		To a food pantry	Help a soup kitchen

PERSUASIVE SPEECH GRADING RUBRIC	NO = 0 'SORTA' = 1/2 YES = 1
Did I tell the audience what the specific purpose of the speech was?	000 'SORTA' 000
Did I try to raise audience interest &/or tell them how the speech relates to them?	000 'SORTA' 000
Did I preview all the main points of the speech?	000 'SORTA' 000
Did I introduce myself & reveal why I'm interested/qualified in the speech topic?	000 'SORTA' 000
Did I use a particular and appropriate organizational pattern?	000 'SORTA' 000
Did I use connectives between main points?	000 'SORTA' 000
Did I use oral style? (Shorter sentences, simpler words)	000 'SORTA' 000
Did I use sensory language &/or rhetoric devices to make the speech interesting?	000 'SORTA' 000
Did I use enough sources of supporting material? (Look at requirements.)	000 'SORTA' 000
Did I use oral footnotes, & give names/authors of sources in the speech?	000 'SORTA' 000
Did I use quality sources? (Things other than Wikipedia & blogs.)	000 'SORTA' 000
Did I use info/arguments that were relevant & appropriate to my audience?	000 'SORTA' 000
Did I deliver the speech extemporaneously?	000 'SORTA' 000
Did I speak loudly enough to be easily heard by everyone?	000 'SORTA' 000
Did I speak slowly & clearly enough for everyone to easily follow along?	000 'SORTA' 000
Did I demonstrate vocal variety & a conversational quality to my voice?	000 'SORTA' 000
Did I use gestures while speaking?	000 'SORTA' 000
Did I make sustained eye contact while speaking?	000 'SORTA' 000
Did I avoid using too many distracting habits?	000 'SORTA' 000
If I used a presentation aid, was it useful & handled appropriately?	000 'SORTA' 000/NA
Did I give the audience a cue that the speech was coming to an end?	000 'SORTA' 000
Did I restate what the specific purpose of the speech was?	000 'SORTA' 000
Did I recap the main points of the speech (& avoid introducing new ones)?	000 'SORTA' 000
Did my speech meet the time requirements of the assignment?	000 'SORTA' 000