

**COMM 1315: PUBLIC SPEAKING (ONLINE)
WINTER 2021**

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Course Description:

COMM 1315 is a course designed to help students across academic majors to learn how to communicate effectively in public by understanding and analyzing the audience and situation then creating an appropriate message. Core public speaking skills are message clarity, organization, language, delivery, and the use of multimedia/presentation technology. Emphasis will be placed on presenting a variety of speeches throughout the semester.

Student Learning Outcomes:

- Critical Thinking Skills (CT): Gather, analyze, evaluate, and synthesize information relevant to a question or issue; Develop and demonstrate a logical position (i.e., perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions.
- Communication Skills (CS): Develop, interpret, and express ideas through effective written, oral, and visual communication.
- Teamwork Skills (TS): Consider different viewpoints as a member of a team; Work effectively with others to support and accomplish a shared goal.
- Attitudes and Behaviors Displaying Social Responsibility (SR): Demonstrate intercultural competence, knowledge of civic responsibility, and engagement in the campus, regional, national, or global communities.
- Attitudes and Behaviors Displaying Personal Responsibility (PR): Demonstrate the ability to evaluate choices, actions, and consequences as related to ethical decision making.

Course Online:

This section of COMM 1315 is being delivered online. You may or may not have had experience with online courses. If you have had experience, you know that there is nothing complex about taking a course online. Being self-motivated and staying up-to-date on all assignments are essential to your success. I will be available via email or real-time video conferences, to clarify expectations, answer questions and provide feedback.

While sometimes you may feel taking an online course is an isolated learning experience or self-teaching at times, especially if you don't reach out to the instructor, but learning is never solely individual but always collective effort. Please make an effort to ask for help, seek clarification or to simply discuss the curriculum in greater detail or in other directions.

Since this is an online class you will be working at your own pace. Yet this course is a participation intensive course. In an effort to achieve student outcomes and expectations, students must recognize that logging on for weekly discussions accounts for

their attendance. Regular attendance, completed coursework and class participation are required.

Blackboard:

We will be using Blackboard to conduct this class, and it is your responsibility to ensure that you can access and navigate this site. Please visit <https://help.blackboard.com/> for online tutorial for Blackboard, for more information about Blackboard.

Your weekly learning materials are provided in the **Content** for each week as well as through the **Announcement**. Here you may find online lectures and supplemental material related to the chapters, and you will find the information for the week. A typical week will include reading the assigned chapter(s), reading and/or viewing the supplemental materials, and posting speeches, assignments, and responses in the **Discussion** area. Contact ASU IT Service Center if you have any problems with the Blackboard.

Technology Support at Angelo State IT Service Center:

Students are expected to have access to a reliable computer with an Internet connection, with necessary software (MS Word, PowerPoint, Adobe Reader, Media Player, Quicktime, etc.), and a camera (to record your speeches; cell phone video cameras are just fine). If you have any technological issue or concern, please contact the ASU IT Service Center:

Address: ASU Station #11020

Website: <https://www.angelo.edu/services/technology/support/>

Walk-up: Mathematics-Computer Science Building #111

Phone: (325) 942-2911

Toll Free: 1-866-942-2911

To Open a Support Ticket: ITSupport@angelo.edu

For General Questions: ServiceCenter@angelo.edu

Required Readings:

Lucas, S. E. (2015). *The art of public speaking* (13th ed.). Boston: McGraw Hill.

Course Evaluation:

Special Occasions Speech	100 points
Informative Speech	175 points (150 for speech + 25 for outline)
Persuasive Speech I	175 points (150 for speech + 25 for outline)
Persuasive Speech II (MMS)	175 points (150 for speech + 25 for outline)
Quizzes	200 points (10 each x 20 chapters)
Peer Evaluation	30 points (10 x 3 speeches)
Final Exam	100 points
Participation	45 points
Total	1000 points

Grading Scales:

A=1000 – 900

B=899 – 800

C=799 – 700

D=699 – 600

F=599 – 0

COURSE POLICY

Recording & Uploading Speech Videos:

All four speeches will need to be recorded and uploaded on YouTube by the due date and time indicated in each week's schedule. You will also need to provide a link to the video (posted to the Blackboard), so that your classmates and I can watch your speech (For organizational purposes, in regular semesters each week begins at 12:01 a.m. Mondays and ends at 11:59 p.m. Sundays. As your peers are expected to watch your speech and provide a grade for peer-grading, typically speeches are due by Thursday of the week, and peer-grading is due by the end of the Week).

Here is an important tip: If you are not familiar with the process of uploading a video, please give it a trial run far before the actual due date so that you will not run into uploading problems. Sometimes the uploading may be slow on YouTube; therefore, I recommend not waiting until the last minute to upload your video. Late submissions generally receive penalties (e.g., 10 points deduction in every 24-hour period), and a habit of late submissions may be reflected in the final grade too.

All speeches require an audience (at minimum 5 adults – 18 years or older); therefore, before you start your speech, show/record them before you start speaking and after you are finished speaking. When you record your speech, make sure the frame/angle includes your whole body (not just the upper-part of your body, or face only). This is the correct shot of frame and incorrect frames:

			
Full-Body Shot (from head to toe)	Upper-Body Shot	Upper-Body & Sitting	Face Shot
Correct!	Incorrect	Incorrect	Incorrect

Also, your recording of speech must be in one continuous shot/attempt (in one full/complete 'take' – do NOT edit/cut/paste your speech over multiple takes). **If you edit your video, this will result in an automatic F for the speech.** In addition, make sure your recorded speech can be heard (or seen) – if the speech, in the recording, cannot be heard or seen by your audience/me (for any reasons, including technological failures), your speech cannot be graded, and therefore it will result in a zero credit for the speech.

When you upload your speech on YouTube, you will have the option to make it private or public. You must make your speech **PUBLIC** in order for us to view and grade your speech (also put the caption function on). If you are concerned about someone getting to the video through a simple search, give your speech title a name that would not be searchable, for example 87tyuii4o3847. Nobody would be able to guess that nor would it come up in a simple search (you may delete the link once the semester is over). If you are still concerned about YouTube, please contact me and we may explore alternative options with the help from the IT Service Center (e.g., Kaltura Media that works directly in Blackboard). Once the speech is uploaded, you will provide the class/me a link. **Before (and after) sending the class/me the link, make sure that you or someone else tests that link to ensure that it works.**

Format for Writing Assignments:

Students should upload written assignments (e.g., outline) in one of these formats: .doc, .docx, or (Mac users) Rich Text. Do **NOT** send your paper that may require additional ‘permission’ to read your paper (e.g., Google Doc Share, MS Word Share, etc.). The file name should start with YOUR NAME and should identify the assignment (e.g., Joe (or Joanne) Student, Informative Speech Outline). If formatting is important for your project, then when you submit your work as an attachment you should preview it to be certain your formatting is correctly reproduced. If it isn’t, you may also need to submit the document in PDF to demonstrate correct formatting. Again, never, ever, submit work without your name and identifying information on it.

Late Speeches:

If you do not submit a speech by the due date/time, and do not have a legitimate reason for doing so (e.g., hospitalization, funeral of close family member, etc.), **YOU WILL RECEIVE A ZERO** for that presentation. Technical difficulties, uploading problems, and/or nonworking YouTube links, etc. are not legitimate reasons and will result in your receiving an F for the assignment. Only if you are excused through the school or the instructor will a student be allowed to make up a speech. If you have a legitimate reason (as noted above) for not submitting your assignment, you are **REQUIRED** to contact the instructor to learn of your new due date.

Late Tests & Assignments:

If you miss a test due to an excused absence (e.g., hospitalization, funeral of close family members, etc.), you must make the test up within a reasonable length (no more than one week, desirably less). All arrangements for making up for work should be made prior to the absence, if possible, and is the student’s responsibility. A typed, signed, and dated explanation must be given to the instructor upon returning to class.

Similarly, all assignments must be submitted by the due date/time. Any paper that is not in my possession/access by when it is due is considered “late submission.” This includes any papers put in wrong folders or papers sent via email. The late submission will have 10 points deducted in every 24-hour period.

Note: Schedule your assignment submission ahead of time. I cannot overemphasize the importance of developing drafts. I believe in the improvement of your writing over developing drafts, so I tend to offer more and fuller feedbacks on drafts than your final submission.

Note: When you turn in your assignments (or any inquiry) via email, I will acknowledge my receiving of your email. Please give a day or two, but if you still don’t hear from me (i.e., a short reply email of receipt that I got your email), please contact me again.

Grading:

At the end of the semester, grades are assigned **STRICTLY BY POINT TOTAL**. For example, if you have accumulated 899 at the end of the course, you will receive a B rather than an A (even though an A is a point away). Over the course of the semester, however, I will give you a number of opportunities (e.g., writing reaction papers; see

below Extra Credit Assignments) to earn extra credit points. So, if you need an A be sure to accumulate enough points (900) to earn an A.

Note: Please do not tell me what grade you NEED in my course. Grades are not based on need; they are based on a student's performance on the tests and course assignments. I will NOT change grades at any point based on need. If you need a certain grade, be certain to earn enough points to merit that grade.

Extra Credit Assignments:

During the semester, I may provide some opportunities for extra credit points (worth a total of 20 points). For example, I may give you some pop-quizzes, or you may watch a speech listed in the America's 100 Speeches in the 20th Century (<https://www.americanrhetoric.com/top100speechesall.html>), and write one-to-two page reaction paper (what you learned, found interesting/troubling, questions for thought, etc.) – then, you can earn 5 extra-credit points. You can repeat this, up to 20 full extra-credit points (4 reaction papers). Points earned from these reaction papers will simply be added into your total accumulation of points for the class. Therefore, missing or not doing reaction papers will not hurt your grade but help your grade.

Grading Concerns:

After I return any graded assignments, I will not discuss any grading questions for a 24-hour period. After 24 hours have elapsed, I will be happy to address any grading concerns you might have. All grading concerns MUST be addressed WITHIN TWO WEEKS after the assignment is returned.

Participation & Class Etiquette:

The classroom (virtual or on-site) is a special environment where students and faculty come together to promote learning and growth, and where the general goals of academic freedom are maintained. Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class. I believe good participation involves with good listening and asking good questions that reflect a genuine attempt to grapple with the assigned readings and with what other people are saying in class. Thus, to earn full participation credits, be a good listener and ask good questions.

Academic Misconduct & Honor Code Policy:

Plagiarism in your speech will result in a zero for the speech and will result in an 'F' in the course regardless of your numerical average, and the instructor may pursue additional measures. Speeches are to be the original composition of each student. Outside sources are required for each assignment with proper verbal citation in the speech and in a bibliography as required.

Violations of academic integrity are very serious matters and are clearly documented in the ASU Student Handbook. The work a student submits in a class is expected to be the student's own work and must be work completed for that particular class and assignment. Plagiarism means intentionally or knowingly representing the words or ideas of another as one's own. This may include your own previous work. Plagiarism includes quoting or paraphrasing from other sources without

acknowledging/citing the source of your information or presenting quoted material as your own words. You must be very clear about attribution of sources and you must know how to cite sources in a presentation, outline, and bibliography. Please see full Honor Code Policy at http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf

Religious Holiday Observance:

- “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code 11.20.
- A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.
- A student who is excused under section 2 may not be penalized for the absence, however; the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Disability Statement:

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodation based on a disability. It is the student’s responsibility to initiate such a request by contacting:

Dr. Dallas Swafford, Director of Student Development,
University Center Suite 112B,
Phone: 325-942-2047, or Fax: 325-942-2211
E-Mail: dallas.swafford@angelo.edu

Title IX at Angelo State University:

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. This is done in order to connect students with resources and options in addressing the allegations reported. As a student, are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Title IX Coordinator. You may do so by contacting:

Michelle Miller, J.D.
Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.miller@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic at 325-942-2171, Counseling Services at 325-942-2371* or the *ASU Crisis Helpline at 325-486-6345*. The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.

Tentative Course Schedule:

DATE	TOPIC	MATERIAL	ASSIGNMENT
Week 1 (12/13–12/19)	Speaking & Listening	Ch. 1, 2, 3, 4, & 19	<ul style="list-style-type: none"> • Introduce yourself (Video) • Weekly Discussions
Week 2 (12/20–12/26)	Speech Preparation & Speech for Special Occasions	Ch. 5, 6, 7, 8, & 18	<ul style="list-style-type: none"> • Special Occasions Speech • Weekly Discussions
Week 3 (12/27–1/2)	Organizing & Presenting the Speech	Ch. 9, 10, 11, 12, & 13	<ul style="list-style-type: none"> • Informative Speech & Outline (by 12/30) • Peer Grading (by 1/2) • Weekly Discussions
Week 4 (1/3–1/9)	Presenting & Varieties of Public Speaking	Ch. 14, 15, 16, 17, & 20	<ul style="list-style-type: none"> • Persuasive Speech I & Outline (by 1/6) • Peer Grading (by 1/9) • Weekly Discussions
Week 5 (1/10–1/14)			<ul style="list-style-type: none"> • Persuasive Speech II (MMS) & Outline (by 1/13) • Peer Grading (by 1/14)
Final Exam (1/14)			<ul style="list-style-type: none"> • Final Exam

Project Assignments

- **Special Occasions Speech (100 points)**
Due Week 2 (12/20–12/26)

Prepare and deliver a special occasion speech. This speech is meant to allow your personality to shine through. Below are the things you need to take into consideration when preparing for this speech.

The majority of speech will be graded on your conversational style. Being that the speech is short, you should be able to look up quite a bit and look at notecards very little. However, have fun with it.

That being said, look below and decide which of the three you will be doing: wedding toast, eulogy, or acceptance speech. (For specific grading criteria, please see the evaluation sheets provided later in this syllabus, page 16).

1. Wedding Toast (approximately 2-3 mins)

- I. Opening –Thank audience for attending the affair. Who are you?
- II. Introduce the bride and groom
- III. Story about your interactions with the bride, groom or both. (should be about their relationship)
- IV. Humor- Pick something that applies to them and is appropriate (maybe)
- V. Toast - Brief and touching or funny (So let's raise our glasses...)

2. Eulogy (approximately 2-3 mins)

- I. Opening – Who are you?
- II. Explain your relationship with the deceased.
- III. Description of the deceased.
- IV. A story that captures your relationship with the deceased.
- V. Final thoughts.

- DO NOT THANK THE AUDIENCE.

3. Acceptance Speech (approximately 2-3 mins)

- I. Thank that audience for selecting you as the recipient of the award and name the award.
- II. Tell us about the people that helped you get to this place in your life. (Do not simply list names, tell us how).
- III. Tell us what the award means to you.
- IV. Tell us the things you had to do to get this award.
- V. Give a final thought for receiving the award.

- Informative Speech (175 points = 150 for speech + 25 for outline)
Due Week 3 (12/27–1/2)

Give a 5-7 minute speech on a topic **to inform** your audience, in a professional, engaging, and extemporaneous style. Particularly, your speech is to inform on a current, controversial topic of state, regional, national, or international importance – in other words, your topic is ‘the controversy of X.’ The topic (controversy) should be significant – one about which the class needs to be informed, and it needs to be presented in a balanced way of informing both sides of the controversy. Therefore, your audience should not be able to tell which side you are on regarding the topic – later, you will have a chance to advocate one side/camp in your persuasive speech.

For example, if you choose to give a speech about “the controversy of ‘Enhanced Interrogation’ (a.k.a., ‘Torture’),” you need to present the two (2) strongest arguments in support (pro) of the practice, and the two (2) strongest arguments in opposition (con) to the practice – or, it can be 3 pro points and 3 con points. All four points should be equally balanced and advanced with supporting information (such as statistics, examples, testimonies, narratives).

Here is an example of topic, specific purpose, and central idea statements:

Topic: Controversy of “Enhanced Interrogation” (a.k.a. “Torture”)

Specific Purpose: To inform my audience about the controversy over the pros and cons of “enhanced interrogation techniques” (a.k.a. “torture”)

Central Idea: The controversy of “enhanced interrogation” (a.k.a. “torture”) revolves around, and is animated by, two debated questions – on its legality and its effectiveness.

The main body of your speech may be organized like this:

- I. The first main question is – “Is it legal?”
 - A. Yes, it is legal.
 - B. No, it is not legal.
- II. The second main question is – “Is it effective?”
 - A. Yes, it is effective interrogation technique for intelligence.
 - B. No, it is not effective interrogation technique for intelligence.

Or, an alternative organization can be:

- I. The proponents of “enhanced interrogation” are based on two grounds – with respect to its legality and effectiveness.
 - A. Yes, it is legal.
 - B. Yes, it is effective interrogation technique for intelligence.
- II. The opponents of “torture” are based on two grounds – with respect to its legality and effectiveness.
 - A. No, it is not legal.
 - B. No, it is not effective interrogation technique for intelligence.

In short,

- Your speech is 5 – 7 minutes long.
- You must use at minimum 4 different sources to support your speech – at least one example, one statistics, one testimony – and, at least, one academic book, one academic journal article, and one interview (or interview cited in a news article).
- The different types of supporting materials must be labeled in your outline (e.g., Example, Testimony, Statistic, etc.).
- You must incorporate a visual aid in your speech.
- You must submit your completed, fully developed, typed preparation outline.

For more specific information about grading details, please see the grading sheet on page 17 & 18. Also, Outline samples are provided in the Content folder. Here is an idea/structure of preparation outline – please pay attention to the system – consistent heading, numbering, indentation, & justification:

Sample Speech Preparation Outline

Name:

Instructor:

Date:

Title:

Specific Purpose:

Central Idea/Thesis:

Introduction

I. [Attention Getter]:

II. [Thesis Statement]:

III. [Speaker Credibility Statement]:

IV. [Audience Relevance Statement]:

V. [Preview Statement]:

Body

I. [First Main Point]:

A. [First Sub-Point]

1. [First Sub-Sub Point]:

2. [Second Sub-Sub Point]:

B. [Second Sub-Point]:

1. [First Sub-Sub Point]:

2. [Second Sub-Sub Point]:

(Transition):

- II. [Second Main Point]:**
 - A. [First Sub-Point]**
 - 1. [First Sub-Sub Point]:**
 - 2. [Second Sub-Sub Point]:**
 - B. [Second Sub-Point]:**
 - 1. [First Sub-Sub Point]:**
 - 2. [Second Sub-Sub Point]:**

(Transition):

- III. [Third Main Point]:**
 - A. [First Sub-Point]**
 - 1. [First Sub-Sub Point]:**
 - 2. [Second Sub-Sub Point]:**
 - B. [Second Sub-Point]:**
 - 1. [First Sub-Sub Point]:**
 - 2. [Second Sub-Sub Point]:**

Conclusion

- I. [Review Statement]:**
- II. [Restate Thesis]:**
- III. [Remind Speaker Credibility]:**
- IV. [Remind Audience Relevance]:**
- V. [Reference to Attention-Getter]:**

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References

- Persuasive Speech I (175 points = 150 for speech + 25 for outline)
Due Week 4 (1/3–1/9)

In your informative speech, you presented us two sides of a controversial issue. For this speech, you are required to pick one of the sides and persuade us to agree with you regarding this issue. Your speech may be a speech of fact, or value, or policy. A speech with a question of fact tries to persuade us that something is true or not true. A speech with a question of value tries to persuade us that something is ethical or unethical. A policy speech tries to persuade us that the audience should or should not do something.

Let's look at the three types, by using the 'torture/enhanced interrogation' example, as my topic to show the differences in the specific purpose statement.

- Question of Fact: To persuade my audience that people who experience torture, whether to give or receive, experience traumatic suffering both physically and mentally.
- Question of Value: To persuade my audience that torture is unethical.
- Question of Policy: To persuade my audience that all US agencies should not use torture (a.k.a. 'coercive/enhanced interrogation techniques') to induce intelligence.

Time: Your speech for this assignment must remain 5-7 minutes.

Sources: You must have a minimum of 5 different sources (that are verbally cited) for this speech which includes at least one academic book, one academic journal article, and one interview (or interview cited in a news article).

Supporting Information: You need to include each type of supporting information in this speech. You need to have at least one statistic, one narrative, one expert testimony, and one peer testimony, and one brief example. For all your other supporting information, you can repeat the different types as you like, but I need to hear them all at least once. PLEASE LABEL THEM IN YOUR OUTLINE. See sample outlines for idea of how to do this (in the Content folder).

Again, for more specific information about grading details, please see the grading sheet on page 17 & 18.

- Persuasive Speech II (MMS) (175 points = 150 for speech + 25 for outline)
Due Week 5 (1/10–1/14)

Topic: You need to select a non-profit organization that you will persuade your audience to become a volunteer at this organization. Therefore, everyone's Specific Purpose Statement (SPS) will be: To persuade my audience that they should become a volunteer for _____. Or something similar. For this persuasive speech, you must use the **Monroe's Motivated Sequence (MMS)** as a main persuasive logic to organize your speech (i.e., six steps to persuade: Step one, to get attention; Step two, to establish the need; Step three, to satisfy the need; Step four, to visualize the future; Step five, to call for action).

Time: 5-7 minutes

Sources: Minimum of 5 different, credible sources to qualify for an A

Types of Supporting Info: Try to incorporate a variety (statistics, narratives, expert testimony, peer testimony, examples, etc.) of supporting material – at least one each category. For all your other supporting information, you can repeat the different types as you like, but I need to hear them all at least once. **PLEASE LABEL THEM IN YOUR OUTLINE.** See sample outlines for idea of how to do this (in the Content folder).

Visual Aid: You must use some type of visual aid for this speech. Re-read visual aid chapter. Can be an object, brochure, presentation, picture – anything that you refer to during the speech. If you choose to use a PowerPoint, make sure that you follow the design guidelines:

Contrast – Dark background, light font; Light background, dark font

Repetition – Same font colors used for slides, all slides the same template

Alignment – Align pictures and fonts according to sections. Do not center everything.

Proximity – Not too crowded, not too empty. Good use of space.

- 6 slides needed. – First slide is title slide, then one slide for each step of Monroe's Motivated Sequence.
- Do NOT make your PowerPoint text heavy. Just enough so your audience can keep up.
- Remember: contrast, repetition, alignment, and proximity.

For more specific information about grading details, please see the grading sheet on page 17 & 18.

- Weekly Discussions (10 points each for 20 chapters = 200 points total)

You will find weekly discussion questions in the Discussion folder, for each chapters we read for the week. Please read the chapters carefully, and answer to each question (in about a paragraph, or a half-page, in single-space; about 150 words per answer). It may help to work through a few drafts, before you post your final answer, to make sure your answer is clear (with examples), engaging (with respect), and complete (with accuracy). Also, **respond to your peer's answers** (at least THREE people's posts) – that is a part of the assignment.

- Peer Evaluations (30 points = 10 x 3 speeches)

Student speeches will be graded by their peers – their evaluation of students' individual speeches (Informative, Persuasive I, and Persuasive II Speech). Once you watch your classmates' speeches (speeches should be uploaded/available for your view by Thursday), offer your (constructive) criticisms and feedbacks to each speaker (under the thread that speakers post their outlines), with respect to the criteria discussed in the text (as well as the grading sheets provided later in the syllabus). Then, send me a separate email, grading each speeches of your classmates (10 points maximum), by the end of the week (Sunday). It should look like:

Ben W (8/10)

John X (9/10)

Sarah Y (8/10)

Sam Z (10/10)

....

....

[Your evaluation/grading is for the entire class]

General Criteria for Grading Speeches

“F” – Speech uses fabricated or plagiarized material. Speech is also not extemporaneous (read or memorized).

“D” – Speech shows lack of a clear thesis or purpose, short of preparation made to deliver in an extemporaneous style, not meeting all technical requirements of the assignment, not using appropriate research to support her points, and/or lack of effective organization to develop her case. Speech also may be carelessly or unprofessionally delivered/performed.

“C” – Speech meets basic expectations of a specific assignment, while it may not do anything more. Speech chooses a topic that is original and appropriate to the audience and occasion, articulates a clear thesis/purpose statement, provides appropriate research to support her points, utilizes an effective organization to develop her case, and demonstrates an extemporaneous style. The speech, while appropriate and professional, is otherwise non-exceptional.

“B” – Speech is not only appropriate and professional, but is performed in an engaging and dynamic style, with few errors. Speech has an original and challenging topic, advances a clear thesis/purpose, reflects a greater depth of research, professionally identify credible sources, effectively keeps the audience’s attention, uses dynamic gestures and body movements, utilizes effective transitions, and demonstrates a strategic development/organization of her case. The speech is a better speech, but does not demonstrate excellence that would be required to be considered exceptional.

“A” – Speech goes beyond that required for a “B” speech, to choose an original, challenging, and creative topic, to demonstrate excellent audience analysis and adaptation, and to reflect a greater depth of research, in a clear authorial voice in command of the materials. In addition, the style is elegant, verbally and nonverbally, indicating careful attention to present a well-constructed, well-thought-out response that advances understanding, stimulates thought or is otherwise evidence of exceptional presentation. In short, an “A” is an exceptional performance of excellence.

As a further explanation of these criteria, consider the following comments:

- A “C” speech is a good speech – It simply does not do any more than is being asked.
- A “B” speech is a better speech, but does not reveal excellence that would be required to be considered exceptional.
- An “A” is an exceptional performance. Simply meeting the expectations is not the equivalent of an “A.”

Note: The following contains checklists for grading speech and outline. These checklists have equivalent items/issues as the general criteria for grading speeches explained above. Make sure you work on drafts/rehearsals and receive my feedbacks. I can offer more and fuller feedbacks when your work is ‘in-progress’ rather than ‘final.’

Special Occasions Speech Critique Sheet

Speaker's Name/CID: _____

Excellent ----- Average ----- Not Performed
(10 ----- 9 ----- 8 ----- 7 ----- 6 ----- 5 ----- 4 ----- 3 ----- 2 ----- 1 ----- 0)

SPEECH CONTENT: /50 points

COMMENTS:

Wedding Toast (approximately 2-3 minutes)

- Opening (Thanking the audience for attending & Introducing yourself)
- Introducing the Bride & Groom
- Story about your interactions with the bride, groom, or both
- Humor (appropriate to the audience & situation)
- Toast

Eulogy (approximately 2-3 minutes)

- Opening (Introducing yourself)
- Explain your relationship with the deceased
- Description of the deceased
- Story about your relationship with the deceased
- Final thoughts

Acceptance Speech (approximately 2-3 minutes)

- Opening (Thanking the audience for selecting you & name the award)
- Telling the audience about the people that helped you
- Telling the audience about what the award means to you
- Tell the audience about the things you had to do to get this award
- Final thoughts

DELIVERY: /50 points

COMMENTS:

Physical Delivery:

- Eye contact, gestures, facial expressions, poise, confidence

Vocal Delivery:

- Volume, rate, pause, pitch, variety, dynamism

Conversational Quality:

- Conversational quality

Language Style:

- Suitable, appropriate, effective, creative language for the audience/occasion

Adaptation:

- Conform & adapt to the speech, audience, occasion/time/place

TOTAL POINTS: _____/100

Speech Preparation Outline Rubric (Informative, Persuasive, & MMS)

Outlines must be typed and complete

Speaker's Name/CID: _____

5=Excellent 4=Good 3=Average 2=Fair 1=Poor 0=Not Included

Introduction – 20 points (%)

Comments:

_____ gained attention and interest through attention getting statement

_____ introduced topic, thesis, or purpose clearly

_____ established credibility

_____ previewed body of speech

Body – 35 points (%)

Comments:

_____ had clear main points

_____ main points were fully supported through sub-points

_____ includes the minimum source citations (labeled in outline; clear and complete)

_____ used a variety of supporting material types

_____ organization was well planned (following appropriate speech order, i.e., chronological, spatial, topical, etc.)

_____ used language accurate, clear, concise and appropriate to audience and occasion

_____ utilized smooth transitions (introduction into body, between each main points, and into conclusion)

Conclusion – 15 points (%)

Comments:

_____ summarized main points

_____ restated purpose/thesis

_____ referenced to attention getter

Overall – 30 points (%)

Comments:

_____ outline header contains name, date, instructor and speech topic

_____ labels supporting material types in outline

_____ free of errors (grammar, spelling, etc.)

_____ includes a Works Cited or Bibliography page

_____ uses appropriate outline ordering system (i.e., I, A, 1, a)

_____ uses complete sentences

Total: _____/100 points (%) Points Earned: _____/25 points

Informative, Persuasive, & MMS Speech Critique Sheet

Speaker's Name/CID: _____

5 = Excellent 4 = Good 3 = Average 2 = Fair 1 = Poor 0 = Not Performed

ORGANIZATION:

COMMENTS:

Introduction: 25 points

- _____ Attention getter
 - _____ Credibility Statement
 - _____ Audience relevance/identification
 - _____ Thesis/Purpose statement
 - _____ Preview body of speech
-

Body: 25 points

- _____ Main points clearly identifiable
 - _____ Used appropriate quantity & quality of sources
 - _____ Cited sources properly
 - _____ Developed ideas in a logical & effective sequence
 - _____ Used effective transitions & internal previews/summaries
-

Conclusion: 25 points

- _____ Reviewed/restated main points
 - _____ Rephrased/rearticulated thesis statement
 - _____ Reminded audience credibility
 - _____ Reminded audience relevance
 - _____ Decisive concluding statement
-

DELIVERY:

COMMENTS:

Physical Delivery: 20 points

- _____ Eye contact
- _____ Effective gestures & facial expressions (with few distracting mannerisms)
- _____ Body movements
- _____ Poise & confidence

Vocal Delivery: 20 points

- _____ Volume
- _____ Rate, pause, & pitch
- _____ Conversational quality
- _____ Enthusiasm

Language Style: 10 points

- _____ Suitable & appropriate language for the audience
- _____ Vivid & effective language (with few verbal fillers)

Sensory Aid Use: 15 points

- _____ Visible/audible/readable
 - _____ Spoke to audience not aids
 - _____ Enhances, not to distract attention from, the speaker's message
-

OVERALL: 10 points

COMMENTS:

- _____ Time management
 - _____ Conform & adapt to the assigned speech, audience, & situation
-

TOTAL POINTS: _____/150