Communication 204: Public Speaking

Spring 2015 | T/Th 8:00-9:20am | ANN 209

Instructor: Tisha Dejmanee
Office hours: By appointment
Office: G4 (Basement of the Annenberg West Wing)
Email: dejmanee@usc.edu

Course Description:

The purpose of this course is to help you learn the skills and theories related to being a successful public speaker. We will focus on the role of public speaking in society, the speaking-listening process, research skills, how to select and organize materials, and the best use of multimedia tools in presentations. The course should prove to be relevant in the academic and business worlds, and provide you with solid foundations for the life skill of public speaking.

Course Aims:

- To define and explain communication concepts that serve as a basis for public speaking.
- To demonstrate knowledge of listening, analytical reasoning, verbal and non-verbal communication, and research skills.
- To research, prepare, and deliver well organized, informative presentations that conform to the needs of various audiences.
- To analyze and evaluate public speaking events by others.

Required Text:

- Other required readings or multimedia will be available on Blackboard.

Recommended Supplemental Materials:

- Two-pocket folder for speech portfolios
- 4x6 index cards
Assignments:

Speeches: (260 Points Total)
1. Introduction Speech - 20 points
2. Informative Speech (News & Information)
   Research Portfolio - 10 Points
   Content & Delivery - 50 points
3. Persuasive Speech (Contemporary Issue of Public Interest)
   Research Portfolio - 10 Points
   Content & Delivery - 50 points
4. Visual Aid Speech (Historical or Contemporary Subject)
   Research Portfolio - 10 Points
   Content & Delivery - 50 Points
   Visual Aid - 20 Points
5. Special Occasion Speech - 40 Points

Exams: (125 Total)
   Midterm Exam - 55 points
   Final Take-Home Project - 70 points

Class Activities/Participation: (115 Total)
   Activity 1 – Self-reflection blog - 60 points
   Activity 2 – Speech Observation - 30 points
   Class Participation - 25 points

TOTAL: 500 Points

Assignment Overview

Speeches
Introduction Speech
This is a 1-2 minute speeches about yourself. This is a chance for us to get to know more about you, and for you begin feeling comfortable speaking to your classmates.

Informative Speech
You will present a 5-7 minute speech informing your peers about a topic or idea of your choice. You will also be required to conduct research on your topic and provide three to five sources during your speech. The purpose of this speech is to sharpen your research skills and relay your thoughts to your audience in an engaging way.

Persuasive Speech
You will present a 5-7 minute speech that will require you to craft effective arguments and provide credible evidence for your claims. Your speech should request your audience to perform an action or to shift thoughts and feelings.
Visual Aid Speech
You will present a 5-7 minute speech that utilizes visual, audio, or other non-verbal tools. The focus of the speech will to buttress your claims with effective tools. You may revisit a topic or idea from your informative or persuasive speech.

Special Occasion Speech
This is a celebratory, 3-5 minute speech that will take into account the material on special occasion speaking discussed in the course.

Exams
Midterm Exam
This is a skills-based course, however, we will be learning theoretical concepts to develop these skills. This in-class exam will be designed to test your knowledge on the foundations of public speaking.

Final Project
In lieu of a final exam, you will do a final project in the form of an extended blog post, a video, or other multimedia rendering of your choice. This is an opportunity to apply public speaking to a digital format and a potentially broader Internet audience.

Class Activities
Speech Observation
We will sharpen our analytical skills in this course. Part of this will include being critical of others’ speeches as well as your own. For the speech observation, you will be asked to reflect on ideas you’ve learned in the class when viewing a speech in person. You will describe the context, whether the speaker was effective and why, and whether they aligned their comments to their target audience.

Reflection Blog
You will write a 2-3 paragraph reflection blog after THREE speeches you give, to be posted within 24 hours of giving your speech in class. Please talk about what you learned in the process of preparing and giving your speech, why your speech topic is important or meaningful to you, what you think you did well, and what you felt you could improve upon, and how your speech reflected or engaged with course material.

Class Participation
You will be assessed on attendance; participation in discussion (including oral and written feedback on your peer’s work); evidence of engagement with the course material; and, the quality of comments.

Course Grading Policy:
Grades will be assigned as follows:

A     Outstanding, thoughtful and enthusiastic work
B+/B  Above average work, demonstrating good insight into assignment
B-/C+  Needs improvement on ideas, argument and follow-through
C and below  Fulfilling the bare minimum and showing little understanding of the material
Each assignment will be worth 100 points and will be converted to a percentage score depending upon the weight assigned to each. Your percentage scores on the assignments will be totaled and translated to a letter grade per the scale shown below:

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<thead>
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<th>Grade</th>
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<tr>
<td>A</td>
<td>100-93</td>
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Annenberg School for Communication Academic Integrity Policy:
The Annenberg School for Communication is committed to maintaining the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will receive a failing grade in the course and may be dismissed as a major.

In addition to the formal academic integrity policy, our pedagogical policy is based on mutual respect; all students are encouraged to use the classroom as a space in which to speak and to voice their opinions. Our expectation is that you will respect not only the professors but also your fellow classmates when they are participating in discussion.

Technology
As this is a practicals-skills and discussion-based class, laptops and phones should not be used during class time. Particularly on speech days, all technology must be turned off and put away.

Disability
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.- 5:00 p.m., Monday through Friday. The phone number for DSP is (213)740-0776.

Counseling Services
If you experience any personal problems during the semester, I encourage you to make use of USC’s confidential Counseling Services at the Engemann Student Health Center. They can be contacted at (213) 740-7711. Their website is http://engemannshc.usc.edu/counseling/
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<td><strong>CLASS SCHEDULE OVERVIEW</strong></td>
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<td><strong>Week 1</strong></td>
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<td>January 13</td>
<td>Introduction to the Course</td>
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<td>January 15</td>
<td>Public Speaking as Communication</td>
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<td><strong>Week 2</strong></td>
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<td>January 20</td>
<td><strong>Introductory Speeches</strong></td>
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<td>January 22</td>
<td>Presenting Effective Speeches</td>
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<td>January 27</td>
<td>Considering the Audience</td>
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<td>Critically Analyzing Speech</td>
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<td>February 3</td>
<td>Effective Speech Formats</td>
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<td>February 5</td>
<td>Observation Activity – Oral and Written Reports Due</td>
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<td>February 10</td>
<td>Research Strategies</td>
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<td>February 12</td>
<td>Workshop: Informative Speeches</td>
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<td><strong>Week 6</strong></td>
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<td>February 17</td>
<td><strong>Group A: Informative Speeches</strong></td>
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<td>February 19</td>
<td><strong>Group B: Informative Speeches</strong></td>
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<td>February 24</td>
<td>Public Speaking as Activism</td>
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<td>February 26</td>
<td>Gender and Public Speaking</td>
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<td><strong>Week 8</strong></td>
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<td>March 3</td>
<td>Mid-Term Review</td>
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<td>March 5</td>
<td>Mid-Term Exam</td>
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<td><strong>Week 9</strong></td>
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<td>March 10</td>
<td>Persuasive Politics</td>
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<td>March 12</td>
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<td><strong>SPRING BREAK</strong></td>
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<td>March 24</td>
<td>Workshop: Persuasive Speeches</td>
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<td>March 26</td>
<td>The Art of Debate (Guest Lecture)</td>
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<td><strong>Week 11</strong></td>
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<td>March 31</td>
<td><strong>Group B: Persuasive Speeches</strong></td>
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<td>April 2</td>
<td><strong>Group A: Persuasive Speeches</strong></td>
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<td><strong>Week 12</strong></td>
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<td>April 7</td>
<td>Incorporating Multimedia</td>
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<td>April 9</td>
<td>Workshop: Visual Aid Speeches</td>
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<td><strong>Week 13</strong></td>
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<td>April 14</td>
<td><strong>Group A: Visual Aid Speeches</strong></td>
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<td>April 16</td>
<td><strong>Group B: Visual Aid Speeches</strong></td>
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<td>April 17</td>
<td>Self-Reflection Blog Posts Due</td>
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<td><strong>Week 14</strong></td>
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<td>April 21</td>
<td>Celebrating with Speech</td>
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<td>April 23</td>
<td>Public Speaking in the Digital Age</td>
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<td><strong>Week 15</strong></td>
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<td>April 28</td>
<td><strong>Group B: Special Occasion Speeches</strong></td>
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<td>April 30</td>
<td><strong>Group A: Special Occasion Speeches</strong></td>
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<td><strong>Exam Period</strong></td>
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<td>May 5</td>
<td>Final Take-Home Project Due</td>
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**Detailed Class Schedule**

**Week 1**
1/13 Introduction to the Course  
*Introductory Speeches assigned.*

1/15 Public Speaking as Communication  
Read: Chapter 1 “Introduction to Public Speaking”  
Read: Stuart Hall “Encoding/Decoding”

**Week 2**
1/20 **INTRODUCTORY SPEECH PRESENTATIONS**

1/22 Presenting Effective Speeches  
Read: Chapter 11 “Speaking with Confidence”  
Read: Chapter 12 “Delivering Your Speech”  
*Live Speech Observation Assigned.*

**Week 3**
1/27 Considering the Audience  
Read: Chapter 5 “Audience Analysis”  
Read: Ellen Seiter “Television and New Media Audiences” Chapter 3

1/29 Critically Analyzing Speech  
Read: Chapter 10 “Using Language Well”  
Read: Chapter 4 “Listening Effectively”

**Week 4**
2/3 Effective Speech Formats  
Read: Chapter 8 “Organizing and Outlining”  
Read: Chapter 9 “Introductions and Conclusions”

2/5 **SPEECH OBSERVATION ACTIVITY DUE**

**Week 5**
2/10 Research Strategies  
Read: Chapter 7 “Supporting Your Ideas”  
Read: Chapter 15 “Informative Speaking”

2/12 Informative Speech Workshop  
*Come prepared with draft speech ideas to workshop with peers.*

**Week 6**
2/17 **GROUP A: INFORMATIVE SPEECHES**

2/19 **GROUP B: INFORMATIVE SPEECHES**

**Week 7**
2/24 Public Speaking as Activism  
Read: Tal Fortgang “Checking My Privilege: Character as the Basis of Privilege”  
Read: Peggy McIntosh “White Privilege: Unpacking the Invisible Knapsack”

2/26 Gender and the Public Sphere  
Read: Nancy Fraser “Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy”
Read: Susan Patton “Letter to the Editor: Advice for the Young Women of Princeton: The Daughters I Never Had”

**Week 8**

3/3  Mid Term Review

*Come prepared with revision questions.*

3/5  **MID TERM EXAM**

**Week 9**

3/10  Politics and Persuasion

Read: Chapter 16 “Persuasive Speaking”

Read: Habermas “The Public Sphere”

3/12  NO CLASS

**Spring Break**

**Week 10**

3/24  Persuasive Speech Workshop

*Come prepared with draft speech ideas to workshop with peers.*

3/26  The Art of Debate (Guest Lecture – Flemming Rhode)

Read: Chapter 2 “The Origins of Public Speaking”

Read: Carol Winkler, “The Impact of Policy Debate on Inner-City Schools: The Milwaukee Experience”


**Week 11**

3/31  **GROUP B: PERSUASIVE SPEECHES**

4/2  **GROUP A: PERSUASIVE SPEECHES**

**Week 12**

4/7  Incorporating Multimedia

Read: Chapter 9 “Visual Resources and Presentation Technology”

Read: TED’s “10 tips on how to make slides that communicate your idea”

Read: “How to avoid death by Powerpoint”

4/9  Visual Aid Speech Workshop

*Come prepared with draft speech ideas to workshop with peers.*

**Week 13**

4/14  **GROUP A: VISUAL AID SPEECHES**

4/16  **GROUP B: VISUAL AID SPEECHES**

4/17  **SELF-REFLECTION BLOG POSTS DUE**

**Week 14**

4/21  Celebrating with Speech

Read: Chapter 17 “Special Occasion Speaking”

4/23  Public Discourse in the Digital Age
Read: Clay Shirky “Here Comes Everybody” excerpt
Read: Jodi Dean “The Net is Not a Public Sphere”
Read: Matthew Hindman “The Myth of the Digital Democracy”

Week 15
4/28 **GROUP B: SPECIAL OCCASION SPEECHES**
4/30 **GROUP A: SPECIAL OCCASION SPEECHES**

Exam Period
5/5 **FINAL PROJECT DUE**
Introductory Speech Assignment
Due: January 20

Overview
This assignment is to help us get used to speaking in front of each other, as well as to get to know each other better. You can include information on your background and interests, or anything that you think the class might find interesting.

Content
- When preparing this speech, please think about:
  - Who is your audience? What might they want to know about you?
  - What are the most important details that an audience might need to get to know you better as a person?
  - What is a unique or interesting detail that might surprise or intrigue them?
  - What structure for your speech makes most sense? Should you tell your speech chronologically or group items together by topic?

Speeches Must:
- Be strictly between 1 and 2 minutes in length – please practice beforehand
- Be delivered while standing in front of the room
- Be delivered extemporaneously (you should hold a 3x5 notecard with bullet points on it so you can refresh your memory if you get stuck, but you may not read your presentation)
- Use language appropriate to the classroom

Deliverable:
Please turn your 3x5 card with bullet points in to me after you finish your introduction, along with any notes you wish to share.
## Introductory Speech Grading Rubric

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<tr>
<th>Category</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
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<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Audience cannot understand presentation because there is no sequence of information.</td>
<td>Audience has difficulty following presentation because information flow is not logical.</td>
<td>Student presents information in logical sequence that audience can follow.</td>
<td>Student presents information in logical, intellectually stimulating and stylistically advanced sequence that audience is eager to follow.</td>
</tr>
<tr>
<td><strong>Content &amp; Subject Knowledge</strong></td>
<td>Student does not have a grasp of presentation information and has difficulty articulating topic themes.</td>
<td>Student shows a grasp of some but not all of the information and issues presented.</td>
<td>Student shows that they have a capable grasp of the major information and issues related to their topic.</td>
<td>Student demonstrates an impressive grasp of topic information in a way that provides unique insights and conclusions.</td>
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<tr>
<td><strong>Vocal Delivery</strong></td>
<td>Student is difficult to understand throughout presentation on account of poor vocal projection, mumbling, pace issues and/or poor articulation of words.</td>
<td>Student has some problems related to vocal delivery that make it difficult for audience to understand some sections of presentation.</td>
<td>The student has a solid vocal delivery, limiting vocal pauses, maintaining an adequate volume and keeping a stable and understandable pace.</td>
<td>Student’s vocal delivery enhances the quality of the presentation, serving to engage the entire audience through compelling style and clear verbal articulation of ideas.</td>
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<td><strong>Physical Delivery &amp; Eye Contact</strong></td>
<td>Student makes no eye contact with audience and lacks confidence in their posture and physical movement.</td>
<td>Student makes occasional eye contact with the audience, but is still limited in their ability to use physical gestures to connect with audience.</td>
<td>Student maintains eye contact most of the time, maintains a confident posture and integrates some physical gestures and movement into presentation style.</td>
<td>Student maintains eye contact throughout, body language is strong, confident and used to accentuate and complement the vocal delivery and content of presentation.</td>
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<td><strong>Timing</strong></td>
<td>Student does NOT adhere to the time limit.</td>
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<td>Student DOES adhere to the time limit.</td>
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**Comments**
Speech Observation Assignment
February 5

Overview:
For this assignment, you will observe a public speaking event and write a 4-5 page paper that critically evaluates its content and delivery. This paper is due at the beginning of class on February 5.

You may attend a speech on or off campus, or find a recording of a speech. Annenberg regularly hosts lunchtime speakers – see the calendar on the Annenberg website for details. Ideally, the event you attend should be a speech, rather than a debate, panel discussion, interview, sermon, comedy routine, etc. The event should not be part of a regular class in which you are enrolled. Your grade will reflect your appropriate choice of a public speaking event – feel free to email me if you are unsure whether your event will be suitable.

We will discuss the speeches observed and your assessment of them through informal oral reports in class on February 5. This oral component will not be graded, but can be used to supplement your written report.

Critical Analysis:

- Your paper should be a critical analysis of the speech. This means you should evaluate the success of the speech (both content and delivery) based on the material discussed in lecture and in your textbook.
- You should also use critical listening skills to “fill in the blanks” about the speech (see lists below for tips on both of these).
- You should only describe/summarize the speech to the extent that is necessary to make your critique understandable to someone who did not attend the speech. That is, you should give brief descriptions of the behavior or content you are critiquing in order to support your claims.
- Your paper should be in standard font (e.g. Times New Roman), 12 point, double-spaced. You do not need a title page. You are not required to have any outside sources for this speech, but if you do they must be cited appropriately using APA, MLA, or Chicago style.
- Papers that merely describe or summarize the speech without providing a critical perspective will not earn above 15 points.
- In order to be successful, the paper must not only offer insightful and original critical analysis, but also be well written, well organized, properly formatted, and free from typos, spelling, and grammatical errors.

Possible items to consider when evaluating the speech:

Analysis of content

- Was the content of the speech appropriate to the occasion? To the audience?
- In what ways did the rhetorical situation shape the speech?
- Was there a clear thesis statement and main points?
- Did the speaker establish source credibility? How?
• Did the speaker effectively get the audience’s attention at the beginning?
• Did the conclusion tie the speech together?
• Were the main points presented in a logical and effective order?
• Did the speaker present sufficient evidence to support their points?
• Did the speaker reference the sources of information utilized?
• Did the speaker use effective transitions between ideas?
• Did the speaker use effective language and stylistic choices?
• Was the language clear? Was it appropriate to this particular audience?
• Did the speaker speak for an appropriate amount of time?

Analysis of delivery
• What was the style of the delivery? Extemporaneous? Memorized? Manuscript?
• Did the speaker make eye contact with the audience?
• Did the speaker seem poised and natural with their gestures?
• Was the rate and volume of the speaking effective? Was it varied?
• Did the speaker use unnecessary fillers like "um", "like", and "so..."?
• Did the speaker enunciate clearly?
• Did the speaker demonstrate enthusiasm for the topic?
• Did the speaker use visual aids? Were they effective?
• Did the speaker effectively accomplish their apparent goals for the speech (persuading the audience, informing them, entertaining them, etc.)?
• Did the speaker seem adequately prepared for the presentation?
• Did the speaker interact with or respond to the audience? Whether yes or no, was this effective or not?
• Was there anything about the speech that you would like to emulate/avoid in your own speeches?

In addition, you should consider some of the following critical perspectives:
• What special or unique insights do you have about this speech that another audience member might not have?
• What information might the speaker have intentionally or unintentionally left out of the speech?
• Did the speaker bring any particular bias or agenda to the speech?
• How might the speaker’s cultural background (age, gender, nationality, ethnicity, etc.) have impacted the speech?
• How might the audience have helped to shape the speech?
• What could the speaker have done to be more effective in fulfilling the purpose of this speech?
Self-Reflection Blog Posts
Due: 24 hours after the informative, persuasive and visual aids speeches
Graded: April 17

Overview
This assessment task is designed to get you to reflect on your speeches and those of your peers. You will be required to evaluate your performance using the theories discussed in class. You will post your evaluations on the class blog, at the following address: comm204dejmanee.blogspot.com

Details
You must post a reflection blog after your THREE main speeches: the informative speech; persuasive speech; and visual aid speech. Please talk about what you learned in the process of preparing and giving your speech, why your speech topic is important or meaningful to you, what you think you did well, and what you felt you could improve upon, and how your speech reflected or engaged with course material.

The blog will be graded the day after the visual aid speech.
- Reflections should be at least 250 words long
- Reflections should take into consideration the relevant theories and materials discussed for each speech type
- Reflections are due 24 hours after your speech presentation

In addition, you must post THREE substantive comments on your peers’ reflection blog posts. Peer reflection comments may be posted at any time before April 17. These comments should constructively and collegially address the audience response to the speech. You may wish to consider the following prompt questions: What were the most interesting points of the topic presented? What is your response to the information presented? What were the strengths and areas of improvement in the delivery of the speech?
Informative Speech Assignment
Group A – February 17
Group B – February 19

Overview:
You must choose a topic that is academically relevant and meaningful, and your audience should learn something from your speech. This speech assignment should demonstrate the principles discussed in regard to selecting an appropriate topic that has been well-researched, and presenting it in a manner that adequately considers audience, structure and delivery.

Due Dates:
Self-Reflection Blog: February 18 (Group A) or February 20 (Group B)
Submit blog post reflecting on performance in class.

Delivery: 17 and 19 February
Speeches are presented in class. Research portfolios must be handed in after the speech is delivered.

Workshop: 12 February
Speech topics and outlines will be workshoped in during our class.

Content:
- Speeches must have a clear and informative thesis that structures the speech.
- Speeches must demonstrate consideration of the principles of an informative speech discussed in class and in the textbook.

Speeches Must:
- Be between 5 and 7 minutes
- Be delivered extemporaneously while standing in front of the class
- Contain between 3-5 sources that you cite during your speech.
- Ensure that at least 2 of these sources must be academic/scholarly sources from an academic journal or book. Additional sources may be from the popular press or websites.

Speech Portfolio Must:
- Include the draft topic and outline, and notes from your peer group workshop.
- Include photocopies of your reference materials with key words and phrases highlighted
- Include draft speech notes as relevant – point out the techniques you have used from Chapter 10.
- List your sources in a properly formatted bibliography (APA style preferred).
- Include your speech note cards.

Additional Tips:
- Review the assignment – make sure you incorporate all required elements
• Plan to be organized – think about the structure of your speech
• Plan to be clear – think about the main points you want to communicate and make sure those make it into your speech and stand out as your main points
• Focus on quality details, not quantity – having one example that really supports your point is better than a bunch that confuse people or distract them from figuring out your main point.
• Edit for style – once you know what you want to say, figure out the best way to say it.
• Think about clarity, word choice, capturing and maintaining the audience’s attention, and perhaps even strategic use of appropriate humor. There are lots of tips in the book so be sure to review those.
• Practice! (you don’t need to memorize your speech, but practice using bullet point notes so that you can just glance at them and then elaborate on them naturally).
• Plan for effective delivery – plan what you are going to do when you get up there, where you’re going to put your notes if you have them, where you’re going to stand, etc.
• Make sure to practice how you will end your speech.
• Have fun with it! We’re looking forward to hearing your speech.

Note:
Students who do not speak on the assigned day and who do not have documented evidence for the absence may earn no higher than a grade of C on the speech; delivery or content errors will be deducted from a C grade starting point. Students who have documented evidence of their absence must make up the speech within one week of returning to school (unless an ongoing medical issue prevents this), or receive a zero on the assignment.
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<td><strong>Content &amp; Subject Knowledge</strong></td>
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<td>Impressive grasp of topic information in a way that provides unique insights.</td>
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<td><strong>Vocal Delivery &amp; Word Choice</strong></td>
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Persuasive Speech Assignment
Group B – March 31
Group A – April 2

Overview:
For this assignment, you should aim to convince your audience to adopt a specific belief/perspective/position or to take action through a specific behavior. Remember, you should also address the major arguments of the opposing point of view. As with previous speeches, you should also take care to consider issues of topic selection; structure and organization; research and appropriate sources; and, clear and convincing presentation of your arguments.

Due Dates:
Self-Reflection Blog: April 1 (Group B) or April 3 (Group A)

Delivery: March 31 and April 2
Speeches are presented in class and portfolios are handed in directly after presentation.

Workshop: March 24
Speech topics and outlines will be workshopped during our class.

Content:
- Speeches must be clearly distinguished from the informative speech! Importantly, you must try to convince your audience of a particular viewpoint

Speeches Must:
- Be between 5 and 7 minutes
- Be delivered extemporaneously while standing in front of the class
- Contain between 3-5 sources that you cite during your speech.
- Ensure that at least 2 of these sources must be academic/scholarly sources from an academic journal or book. Additional sources may be from the popular press or websites.

Speech Portfolio Must:
- Include the draft topic and outline, and notes from your peer group workshop.
- Include photocopies of your reference materials with key words and phrases highlighted
- Include draft speech notes as relevant – point out the techniques you have used
- List your sources in a properly formatted bibliography (APA style preferred)
- Include your speech note cards

Additional Tips:
- Review the assignment – make sure you incorporate all require elements
- Plan to be organized – think about the structure of your speech
Plan to be clear – think about the main points you want to communicate and make sure those make it into your speech and stand out as your main points.

Focus on quality details, not quantity – having one example that really supports your point is better than a bunch that confuse people or distract them from figuring out your main point.

Edit for style – once you know what you want to say, figure out the best way to say it.

Think about clarity, word choice, capturing and maintaining the audience’s attention, and perhaps even strategic use of appropriate humor. There are lots of tips in the book so be sure to review those.

Practice! (you don’t need to memorize your speech, but practice using bullet point notes so that you can just glance at them and then elaborate on them naturally).

Plan for effective delivery – plan what you are going to do when you get up there, where you’re going to put your notes if you have them, where you’re going to stand, etc.

Make sure to practice how you will end your speech.

Have fun with it! We’re looking forward to hearing your speech.

Note:
Students who do not speak on the assigned day and who do not have documented evidence for the absence may earn no higher than a grade of C on the speech; delivery or content errors will be deducted from a C grade starting point. Students who have documented evidence of their absence must make up the speech within one week of returning to school (unless an ongoing medical issue prevents this), or receive a zero on the assignment.
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<tr>
<td><strong>Content &amp; Persuasiveness</strong></td>
<td>Sources are not appropriate or credible. No position or stand is put forth.</td>
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<td>Highly persuasive and clear stance offered, along with an understanding of opposing viewpoint</td>
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| **Comments**             |                                                                        |                                                                        |                                                                        |                                                                            |
Visual Aid Speech Assignment
Group A: April 14
Group B: April 16

Overview:
The aim of this speech assignment is to incorporate multimedia in a way that is effective, engaging and complementary to the content of your speech. Your speech may be either informative or persuasive in nature, but the topic must lend itself to the use of visual aids. It should be on a topic that is academically relevant and socially meaningful. The visual aid may be in the form of a Powerpoint or Prezi, images, props, video and other media.

Due Dates:
Self-Reflection Blog: April 15 (Group A) or April 17 (Group B)

Delivery: April 14 and 16
Speeches are presented in class and portfolios are handed in directly after presentation.

Workshop: April 9
Speech topics and outlines will be workshoped during our class.

Content:
- You should also include information about your selected visual aids and how they will enhance your speech.

Speeches Must:
- Be between 5 and 7 minutes
- Be delivered extemporaneously while standing in front of the class
- Contain between 3-5 sources that you cite during your speech.
- Ensure that at least 2 of these sources must be academic/scholarly sources from an academic journal or book. Additional sources may be from the popular press or websites.

Speech Portfolio Must:
- Include the draft topic and outline, and notes from your peer group workshop.
- Include photocopies of your reference materials with key words and phrases highlighted
- Include draft speech notes as relevant – point out the techniques you have incorporated from our readings about visual aids.
- List your sources in a properly formatted bibliography (APA style preferred).
- Include your speech note cards.

See previous rubrics for additional tips and note on missing this speech assignment.
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<td>Visual aids are inappropriate or ineffective. They do not complement the speech</td>
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Special Occasion Speech Assignment
Group B: April 28
Group A: April 30

Overview:
As this assignment will take place in our last week of semester, it would be fitting to prepare a celebratory and inspirational graduation-style speech! (Other special occasion speeches can be presented as well). The aim is to offer an engaging speech, whether it follows the informative or persuasive format. Visual aids may be used if desired.

Speeches Must:
• Be between 3 and 5 minutes
• Be delivered extemporaneously while standing in front of the class
• Make the context of the special occasion apparent
• Include 2-3 sources, which may be academic or popular/web sources
• Content need not be pre-approved for this speech, and it will not be workshopped
• Self-reflection blog posts are not required for this speech
• Portfolios will not be graded or collected for this speech

Note:
Students who do not speak on the assigned day and who do not have documented evidence for the absence will receive a zero on this assignment. There is no opportunity to make up this assignment.
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<td><strong>Content</strong></td>
<td>Speech is not tailored to the special occasion.</td>
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<td>Speech content is engaging and entertaining and suited to the occasion.</td>
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Final Take-Home Project
Due: May 5, Midnight

Overview
In this final project, you should consider the role of digital technology in facilitating or hindering the concepts of democracy and the public sphere discussed in class. These final projects should be posted to the class blog at comm204dejmanee.blogspot.com

Details
You should produce a 5 minute video log in which you discuss digital democracy or the power of social networks in the context of a topic of your choosing. For example, your speech might revolve around a recent news event; issues of racism, sexism and homophobia online; or, new technologies.

You may draw on any or all of the techniques from the informative, persuasive or visual aid speech in this project. This project must be posted to the blog by midnight on May 5.

You should include 4-6 references in this speech, none of which need to be academic. In addition, you should watch your final project, and provide a 100-200 word post in which you assess the strengths and weaknesses of your presentation, and think about how your public speaking skills have changed and improved throughout the course.

You will be graded on:
• Your selection of an interesting and relevant topic that clearly demonstrates an aspect of digital technology in everyday life/culture, and providing a clear thesis statement in your speech
• Your success in adapting your speech to take advantage of the features of the digital medium
• Your demonstration and successful execution of informative/persuasive/visual aid techniques
• Your use of relevant and compelling references
• Providing a thoughtful written self-reflection after reviewing your speech
• Adherence to the project rubric

Note
If you do not have access to video recording material, please see me well in advance of the due date so we can make arrangements for you to hire/borrow a camera.

Please ensure that you have filmed, uploaded and responded to your vlog well in advance of the due date. Technical difficulties or malfunctions will not be a valid excuse for late assignments. Late assignments will be penalized.