COMM 1315.01 -- Public Speaking

Fall 2014 -- MWF 10:00-10:50

Instructor of Record: Edrick Ellis  Office: Bay Hall 3rd Floor

Office Hours:  MWF 8:00 – 8:50  MWF 11:00 – 12:00  (Also by appointment)

Email: eellis3@islander.tamucc.edu
Please use this email address ONLY if Blackboard is down

Course Description: This class is designed to teach you the principles of research, organization, composition and effective delivery of speeches for various purposes and occasions. Focus will be on speaking to audiences in face-to-face as well as from a distance through the use of computer-mediated technology. There is also a teamwork component built into the course; therefore, you will be assigned to a group for the purpose of developing a group presentation.

Student Learning Objectives:
1. Generate and communicate ideas by combining, changing, or reapplying existing information.
2. Develop, interpret, and express ideas through written communication.
3. Develop, interpret, and express ideas through oral communication.
4. Develop, interpret, and express ideas through visual communication.
5. Integrate different viewpoints as a member of a team.
6. Work with others to support and accomplish a shared goal.
7. Evaluate choices and actions, and relate consequences to decision making.

Required Access Code:
To purchase just the access code or the access code and ebook, sign into the Blackboard course shell, click on Syllabus (link to left in BB) and then the Chapter 1 homework assignment. Follow the prompts for purchase. You can do a two week trial for free, but be sure to purchase prior to the end of the two weeks or all Connect Lucas homework and exams scores will be lost.

To order the access code, ebook AND a hard bound book (loose leaf), please go to the following link: Note: this option will be a little more expensive with shipping and you will have to use the trial version until it arrives. This option is also available in the university bookstore (on campus).
Contact Lori…. Link not working… contact Lori.

**Blackboard:** Password protected web site that students use for communication as it relates to this course. In addition, students will gain access to all assignments, exams, the grade book and resource materials for the course.

**Gaining Access to Blackboard…**
Learning to use Blackboard will be vital to your success in this course. Within your Blackboard shell you will find:
1. Syllabus
2. Assignments
3. Connect Lucas Exams
4. Connect Lucas Homework
5. Gradebook
6. Private Email (BB Messages and Email)
7. Public Communication (Discussion Forum).

Go to: [https://bb9.tamucc.edu/](https://bb9.tamucc.edu/)
You will see…
Username:
Password:
Username is first initial and last name (plus # for some people)
Password is whatever you established
*Same as computer labs and wireless access, which is different from Islander Email

IT Help Desk (361)825-2825.
[http://distance-education.tamucc.edu/student_resources.html](http://distance-education.tamucc.edu/student_resources.html)

Should see course as a blue link… click on it to enter COMM 1315 Public Speaking

**CONNECT LUCAS PROBLEMS:** If you have ANY Connect Lucas problems, you are to call the Connect Lucas helpdesk, first (before contacting your professor). When you call Connect Lucas, be sure to get AND KEEP your case # related to the specific problem. IF you contact your professor for assistance, please be ready to provide the case #. IF you do not have a case #, you will be asked to contact the Connect Lucas helpdesk for that information. The number can be found under the syllabus link inside of BB.

**BLACKBOARD PROBLEMS:** If you have ANY Blackboard problems, please call the Blackboard helpdesk, first (before contacting your professor). When you call the helpdesk, be sure to get AND KEEP your case # related to the specific problem. IF you contact your professor for assistance, please be ready to provide the case #. IF you
do not have a case #, you will be asked to contact the helpdesk for that information. The number can be found under the syllabus link inside of BB.

**WARNING:** UNLESS there is some type of medical documentation indicating why an online assignment could not be completed by the deadline, the online assignments WILL NOT be reset. Deadlines are given at the beginning of the semester, so please put them on your calendar for planning purposes.

**Grades:**

<table>
<thead>
<tr>
<th>Assignment Values</th>
<th>Assignment</th>
<th>Preparation Materials -- 10 points each</th>
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<tbody>
<tr>
<td><strong>Assignment One</strong></td>
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<tr>
<td>Group Informative</td>
<td>50 Group Grade</td>
<td>Per Group</td>
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<td></td>
<td>50 Individual Grade</td>
<td>1. Outline (10 pts)</td>
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<td>4 Agendas/Minutes</td>
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<td><strong>Assignment Two</strong></td>
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<td>Persuasive Speech</td>
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<td><strong>Preparation Materials</strong></td>
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<td><strong>Mini Speeches</strong></td>
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<td>Tell a Story/Webcast (25 pts)</td>
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<td>PPT/Prezi Intro with Object (25 pts)</td>
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<td>Birthday Speech (25 pts)</td>
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<td><strong>Assigned Textbook</strong></td>
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<td>Reading Exams</td>
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<td><strong>Online Connect Lucas</strong></td>
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<td>Interactive homework that helps with exams and in-class performances</td>
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<td><strong>Homework</strong></td>
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<td><strong>Lecture Quizzes</strong></td>
<td>240 12 X 20</td>
<td>12 Quizzes T/F &amp; MC</td>
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Note: if a student does not turn in a bibliography with the informative AND/OR group persuasive speech, he/she will receive a zero on the assignment. Lack of a bibliography = plagiarism.

There are 1000 points possible, broken down as follows:
A = 900-1000
B = 800-899
C = 700-799
D = 600 - 699
F = 500 or fewer

To average your grade up to any given point in the semester…
1. Add what you COULD have earned up to that point
2. Add what you have actually earned up to that point
3. Divide what you COULD have earned INTO what you actually earned you will have your current average in the course.

Policy for Late Assignments:
Speeches/Assignments presented and/or handed in late will be lowered one letter grade per day that it is late.

Timing. Learning to complete a speech in an allotted amount of time is an important skill for all public speakers to develop. The only way to know the length of your speech is to rehearse it. So rehearse, rehearse, rehearse – for the sake of timing and a polished delivery. Note also that a speech which falls short of the lower limit does not fully meet the assignment. Going over your time limit reflects a poorly developed specific purpose

Time Limit on Speeches:
For every minute that the student goes over the allotted time, it will be 1 point off his/her speech grade. For example, if the time limit is 5 to 10 minutes and the speaker speaks for 12 minutes and receives a grade of 80% on the performance, then his/her actual grade would be a =78% (2 min. over = 2 points off).

For every minute that the speech is under time, it is 5 points off the final speech grade (lack of speech development and/or practice)

Topic Selection: Each speaking assignment is intended to facilitate your understanding of the speech design process, while allowing you to develop your delivery style. Your general purpose is either to inform or persuade your audience about a specific topic. Although you have a great deal of freedom in regard to topic selection, you must be sure to relate your topic to the audience (in this case your classmates). In addition, be sure
that your topic is one that can be covered in the allotted time. We will discuss the above requirements in more detail throughout the semester/term.

**Research and Preparation.** Few things are more uncomfortable than giving a speech that is not adequately prepared. Do your homework. You should use outside sources, such as publications (books, academic journals, credible magazines and newspapers, government reports, etc.) and also interviews. When you make claims (which you will, particularly in the persuasive speech), then you must offer evidence to back them up. You simply must do research in order to understand your audience and prepare the content of the speech.

**Use of the Internet for research.** Internet sources are permitted for speeches. However, use of the Internet for research can lead to sloppy research that borders on plagiarism. The Internet is a great tool, but remember that you are responsible, so seek out credible information (not just the first thing you see) and evaluate this information.

**Academic Etiquette:**
Universities must maintain standards of academic etiquette in order to create an atmosphere conducive to learning. Everyone in the classroom is expected to demonstrate courtesy to one another and the Instructor, both in public and private forums.

**Netiquette:**
Please go to the following link to ensure that you are not breaking any of the netiquette rules as this will hurt your grade. In an extreme form, it could cause a student to be removed from the course (this includes any type of flaming remarks).

http://edtech2.boisestate.edu/frankm/573/netiquette.html

*Whether face to face or online, with instructor or other classmates, students who are unable to abide by the general rules of academic etiquette and normal civility will be removed from the class.*

**Plagiarism** -- any student found to be plagiarizing in any form will receive a zero on that assignment with the possibility of failing the course.

**Conscious Plagiarism:** This is outright copying from a published source, buying a prepared paper or speech, using someone else’s paper or speech, or having someone rewrite a rough draft. The student who does this is completely conscious of his or her theft. Usually the student who resorts to conscious plagiarism is doing so as an act of desperation in order to salvage a grade. He or she is to be pitied, but the consequences are the same. That student has performed an act of conscious theft.

**Unconscious Plagiarism:** This is an accident, generally the result of ignorance. The person who unconsciously plagiarizes usually does not fully understand how to summarize or how to insert material from his or her sources into the paper or speech.
Another type of plagiarism is more complex. It occurs when the writer or speaker presents, as his own, the sequence of ideas, the arrangement of ideas, the arrangement of material, the pattern of thought of someone else, even though he expresses it in his own words. The language may be his, but he is presenting it as the work of his brain, and taking credit for the work of another’s brain.

**Citing Sources.** It is just as important to cite sources correctly as it is to utilize them appropriately. While providing lengthy citations can be cumbersome in a speech, you still need to tell the audience where you obtained information, quotes, etc. that are not your own. This is important for your credibility as a speaker, but it is also important for me to know that you are not plagiarizing others’ material. Remember, failing to cite source material when using ideas, facts, etc. that are not your own counts as plagiarism. *Note: You must turn in an annotated bibliography of sources (in APA format), along with your text, in order to get credit for the speech.*

*Note: it is the student’s responsibility to read the information about plagiarism in the text to be sure that he/she is clear on exactly what constitutes plagiarism. Ignorance is no excuse! Any student found to be cheating or plagiarizing may receive a zero on that particular exam or in-class activity with the possibility of failing the course.*

**Notice to Students with Disabilities:**
Texas A&M University–Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University–Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disability Services Office (located in 116 Corpus Christi Hall) at 361.825.5816.

**Academic Advising:**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

**CRITERIA FOR GRADING SPEECHES**
(adapted from National Communication Association standards, www.natcom.org)

**To earn a C on your speeches you must meet the following standards:**
1. The speech must be original.
2. The type of speech presented must be appropriate to the assignment.
3. The topic must be sufficiently focused and appropriate for the audience.
4. The speech must fit the time requirements of the assignment.
5. The speech must be presented on the day assigned.
6. Main ideas must be supported with facts, figures, appropriate testimony, examples, or narratives.
7. The speech must have a clear sense of purpose.
8. The speech must have a clearly identifiable & appropriate design/organizational pattern, with an introduction and a conclusion.
9. The speech must be delivered extemporaneously (NO reading speeches!)
10. The speech must satisfy at least the minimum requirements of the assignment, such as number of sources (minimum = TWO CREDIBLE sources!), formal outline, and/or use of visual aids.
11. The speaker must use language correctly.

To earn a B on your speeches you must meet the following standards:
1. Satisfy requirements for a C speech.
2. Select a challenging topic and adapt it appropriately to your audience.
3. Reflect a greater depth of research (at least FOUR CREDIBLE sources/TWO from peer-reviewed scholarly journals).
4. Clearly identify sources of information and ideas.
5. Create and sustain attention throughout the speech.
6. Make effective use of transitions, previews, and summaries.
7. Use good oral style.
8. Present your speech with poise.

To earn A on your speeches you must meet the following standards:
1. Satisfy all requirements of a B speech.
2. Demonstrate superior critical thinking skills in topic selection & speech development.
3. Develop & sustain strong bonds of identification among speaker, audience, & topic.
4. Consistently adapt information & supporting material to the world of your audience.
5. Reflect an even greater depth of research (at least SIX CREDIBLE sources/THREE from peer-reviewed, scholarly journals).
6. Demonstrate artful use of language & stylistic techniques.
7. Make a polished presentation that artfully integrates verbal and nonverbal communication skills.

A D speech does not meet two or three of the standards for a C speech or
1. Topic not relevant and/or applicable to intended audience.
2. It includes information and/or persuasive arguments that are common knowledge to most people.
3. It is based entirely on biased information or unsupported opinions.
4. Minimum number of sources not cited (TWO) and/or sources not credible
5. It does not even hit the minimum time requirement (seriously underdeveloped)
6. It is obviously unrehearsed.
A F speech does not meet three or more of the standards of a C speech, reflects either of the problems associated with a D speech, or
1. It uses fabricated supporting material.
2. It deliberately distorts evidence.
3. It is plagiarized.
4. It does not even hit the minimum time requirement (seriously underdeveloped)

Grade Appeal Process:
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamu.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

ASSIGNMENTS

MINI SPEECHES

Intro with Object/PowerPoint or Prezi
Choose an object and tell at least two ways you are similar to the object and at least two ways you are different. Remember that the point is to help your classmates to get to know you better, so please don’t state the obvious. The point of this speech, too, is to provide experience in basic speech develop (introduction, body, conclusion).

Proper use of PowerPoint and/or Prezi can enhance an effective presentation. Improper use can ruin an otherwise effective speech. Therefore, it is important to learn how to use visuals properly. For this assignment you will present a mini speech that includes between 1 to 3 slides while also giving your classmates an opportunity to know you better. The speech should last 3 to 5 minutes.

WARNING: Only students that meet all criteria above will receive full credit. Delivery and visuals will be included during the assessment process.
Template: (Intro with Object)
Attention Step
Thesis
Preview of main points

I. Two ways you are similar to ________________

Transition statement

II. Two ways you are different from ________________

Review
Memorable ending

Birthday Citation
Providing credible information is the basis of any well designed speech. Therefore, you must learn to properly cite sources during your speeches. While providing lengthy citations can be cumbersome in a speech, you still need to tell the audience where you obtained information, quotes, etc., that are not your own. This not only adds to your credibility as a speaker, but it also ensures that you are not plagiarizing others’ material (which could cause you to fail the course). Remember, failing to cite material when using ideas, facts, etc., that are not your own counts as plagiarism.

Your topic for this assignment is the day/date you were born. You must present two sources informing on this topic. You must have one statistic, one direct quotation and one passage of information you will paraphrase. You will then give a brief (1 – 2 minute) presentation that incorporates both citations (be sure to conversationally state the sources). See sample speeches in BB and/or in Connect Lucas for how to articulate sources in a speech.

Note: you will not have to turn in a bibliography. We will base this one on the honor code, but you MUST turn one in for the Group Informative AND persuasive speech. Also, per student request, you can provide information from ANY year… as long as it happened on your birth date.

WARNING: You do not need to fully develop an introduction or conclusion, but only those that meet all criteria above will receive full credit. Delivery and visuals will also be considered while assessing the speech.

Tell a Story
Advanced speakers will not just use examples and statistics to support their points. They will include a variety in verbal support (comparisons, analogies, human interest stories, quotations, etc). The purpose of this mini speech is to allow you the opportunity to practice the art and skill of story telling.
Record yourself in the process of telling a story that is about 1 to 2 minutes utilizing the webcasting software of your choice. Examples: WebEx, Google + etc. The story can be something you read, saw on TV/Internet, etc (if so articulate the source). It could also be something that happened to a friend or family member as well. Note: if it is a really good story, I would save it for the speeches that are weighted heavier (group informative or persuasive), but only if it might apply to your topic in some way.

Per your textbook and the in-class discussions—remember to use vivid, illustrative language so that the audience can actually 'see' or imagine what occurred as you are speaking. It is best that it's not memorized (for most speaking situations); however, it is important to practice telling the story (out loud!) for overall effectiveness. The reason that memorization and/or reading from manuscript is NOT recommended in most situations is because most people cannot do it without sounding impersonal and robotic. In very high-risk communicative situations, however, you may want to read/memorize the material. The wording will be similar, but not exactly the same every time (extemporaneous delivery).

Remember the importance of the delivery, too. Practice using effective vocal variety, changing the rate where necessary and incorporating pauses for dramatic effect. The story can be serious or humorous and it can be about anything as long as it is not offensive to anyone (Rated PG:)

Once you have recorded your webcast, please upload the link in the designated area on the Discussion Board (link to left in BB).

**WARNING:** Only those that meet all criteria above AND have a clear beginning, middle and end will receive full credit.

**PREPARATION MATERIALS**

*Annotated Bibliography Assignment* – Must turn in an annotated bibliography on the day of the speech. Must be Typed! Group Informative and Persuasive Speeches! Students MUST use APA Style in order to get credit for the bibliography. Sources MUST be cited in the speech to meet the requirements (6 for an A, 4 for a B and 2 for a C).

If a student fails to turn in a type-written bibliography, in the APA format, he/she WILL NOT receive credit on his/her speech.
**Outline Assignment** –  
**Must be Typed!** Must be turned in by the deadline (TBA).  (Group Informative AND Persuasive Speeches)

Main points and Subpoints are fine, but the outline should include complete sentences.

**Sample:**

Topic:
Attn. Step:
Central Idea/Thesis:

I. Main Point  
   A.  
   B.  
   C.  
Transition Statement:

II. Main Point  
   A.  
   B.  
   C.  
Memorable Ending:

**Survey Assignment** --  
Using the online tool of your choice (example: Surveymonkey), develop a survey for your speech and send a link to all of your classmates in the designated area on the Discussion Board.  Part of preparation materials for the Group Informative and Persuasive speeches.

Note: the purpose of the survey is for the student to find out as much about his/her audience as it relates to his/her topic as possible and then apply to speech preparation process.  The grade will be determined based on how well the student followed through with this process.  Remember: audiences pay closest attention to information that is directly related to or relevant to them.  We will discuss various ways to appeal to your audience during classroom discussions.
This is an example – please see text for additional examples and types of questions to ask on a survey --

1. What genre of music do you prefer to listen to?
2. How often do you go to the movies?
3. Is there a certain soundtrack to a certain movie that you like? Yes, No
4. If so, what movie was it?
5. Do you ever listen to classical music? Yes, No
6. Can you name any composers of classical music (ex Wolfgang A. Mozart)?

Notice that there is not a question that says, are you interested in_____________. If it is a potentially effective topic for a college educated group of students, they will not know enough about it to know if they are interested or not. It is our job, as the speaker, to find out as much as possible and then incorporate strategies that will get them interested.

To decide on the questions to be asked of your classmates, keep your long-term goal in mind—find out as much about your audience as possible in order to better relate the material to them.

**GRADED SPEECHES**

Students will be assigned to a group. Each group must decide on a culture or co-culture in which to research, develop and deliver a group speech on the chosen topic.

- **Graded #1 – Group Informative Speech**
  Each speaker should cite at least two CREDIBLE sources during the speech!
  Project Time: 15 – 20 min
  5 points off for every minute under time -- 1 percentage point off for every minute over

  **Choice of Subject/Audience Analysis**: effectively chose a topic and developed it in such a way that it was interesting and suitable to the Target Audience.

  **Delivery of each group member:**
  - Physical Appearance was attractive and suitable
  - Language/style of language was suitable and effective for the target audience
  - Student was articulate and easy to hear
  - There were no serious errors in grammar, pronunciation and/or word usage
  - Body movements, eye contact and facial expressions added to the overall effectiveness and interest-level of the speech
  - Used extemporaneous delivery effectively
INTRODUCTION:
Attention step: relates to subject in some way; creatively and effectively gains the audience’s attention.
States the importance of the topic: in a sentence or two… explains the significance of the subject and/or why the audience should be interested. Also includes survey results in the introduction.
Thesis Statement or Central Idea: Conversationally, but clearly stated in the Introduction.
Establish Credibility (on time and appears prepared)
Preview Main Points: Conversationally tells the audience the main points to be covered in the presentation.
Transition Statement: Includes a simple, yet effective transition statement that lets the audience know that the speaker is moving to the first main point.

BODY:
• The speech is fluid and speakers move seamlessly from one speaker to the next
• ALL group members appear prepared and aware of the group’s goals
• ALL requested information regarding the group project is contained in the speech
• Students teach the majority of the class something new, different, unusual, unique or obscure during the presentation.
• Main points are clearly stated and developed equally
• Regardless of the length, it is best not to include more than 5 main points in a speech. Two to Three is recommended for most situations.
• Main points and subpoints effectively relate to the thesis statement or central idea of the speech
• Subpoints include a variety of effective and suitable supporting materials that lend credibility and interest to the speech and speaker.
• Visual Aids are also included into the presentation, which add clarity, interest and/or proof. The visuals, like the verbal support, bring the dry, technical information to life. Please refer to visual aid notes from class, as well as the text for examples of how and when to implement visuals into the presentation most effectively.
• Visuals are effectively displayed and large enough for everyone in the class to see.
• Speaker included effective verbal cues (transitions, signposts, etc.) that assisted the audience in the process of moving to each main point and subpoint in the body of the presentation (remember… use key words and phrases in preview, main points, transition statements and in the review). Repetition aids in retention!
• Speaker clearly and effectively moves from the introduction to the body and from the body to the conclusion (transition statements).
• The speech seemed logical, clear, relevant and interesting to the target audience (classmates).
• Students conversationally cite sources during the speech –
  A = minimum of SIX CREDIBLE sources cited (at least THREE peer-reviewed, scholarly sources)! Every group member will cite at least two credible sources.
  B = minimum of FOUR CREDIBLE sources cited (at least TWO peer-reviewed, scholarly sources)! Every group member will cite at least one credible source.
C = minimum of TWO CREDIBLE sources cited! The majority of group members will cite at least one credible source.
D = ONE CREDIBLE source cited! The majority of group members do not cite any credible sources.
F = NO SOURCES CITED!

- Student followed the guidelines covered in class on when it is vital to mention a source! Be more creative than simply saying — My sources are or — My sources were. Note: Refer to notes taken from librarian’s presentation, in-class lecture and/or textbook for examples of CREDIBLE sources.

**CONCLUSION:**

**Review:** Clearly restated main points with the same key words and phrases used in the preview and main points.

**Memorable Ending:** relates to subject in some way; creatively and effectively concludes presentation. Speaker DOESN’T END by saying… — That’s it! OR — Any Questions?

**Teamwork -- Group Informative Speech**

Since this is a group project, there will be an individual grade and a group grade assigned.

**Individual Grade (50 ponts):**

- Ability to work well within the group utilizing the skills learned in class. Contributions to the group. Note: everyone will fill out a peer evaluation at the end of the term/semester. Each team member will evaluate his/her peers AND write down his/her contributions to the group.
- **Important:** IF a student ‘complains’ about a group member, the professor will look for evidence that the person ‘complaining’ has used the clear message format and/or the perception checking learned in class. Evidence will also be needed that Jack Gibb’s supportive language was used (not defensive) in an attempt to resolve the conflict. Finally, evidence of lower level abstractions will be needed as well. **Paper trail! Paper trail! Paper trail! Anything that could be controversial should be put into an email (NOT TEXT!!).** Of course, if the student ‘complaining’ has not used the skills learned in class, it could actually hurt his own individual grade. Evidence of student attempting to resolve the conflict (paper trail) should be turned in with the peer evaluation. Only the student evaluating AND the instructor will see peer evals and any relevant emails, etc.
- Performance during the group presentation and/or individual contributions to the speech.
- Performance during the video and/or individual contributions to the video
Group Grade (50 points):
- Group is cohesive (win win attitude!), but avoids groupthink
- Has constructive conflict using skills learned in the classroom (not destructive… name calling, demeaning/harsh comments, etc.)
- **Note**: Instructor will not solve problems for the group members; however, it is HIGHLY recommended that the Instructor be contacted for professional consultation when a conflict does occur. Please be aware of professional communication. It is not recommended that students ‘complain’ to the Instructor, but instead— seek assistance on the best way to resolve the conflict.
- Group work is hard and most people do not have the skills necessary to be successful; therefore, we do expect you to come to us for help. Not doing so could actually hurt your overall group grade.

Things that could impact the individual AND group grade:
- Cohesiveness (presentation flows smoothly)
- **Reminder**: individual parts impact the other group members’ grades.
- Recommendation: practice together and help each other to be the very best possible!
- Speaking time equally weighted.
- **Meetings**: Each group should meet at least once a week (more for summer classes/short term classes). Times, places, days should be decided as a group. Note: Groups striving for the above average (B grade) and/or the superior grade (A grade) will meet at least twice a week (more for summer/short term classes).
- **Agenda/Minutes**: Groups striving for above average or superior grades will turn in type-written agendas AND minutes (including attendance) for each meeting.
- **Note**: obviously, missing meetings, arriving late to meetings and leaving early will significantly hurt a student’s individual grade. **IMPORTANT**: even IF a student has a good ‘excuse’ for missing a meeting, it could still hurt his/her overall grade. Just like missing too much work or class, it hurts our credibility.
- Prep materials should be turned in on the day of the group presentation.
- **To be turned in on day of assignment**: Final Outline, Annotated Bibliography, Completed Audience Surveys, index cards. Group contract, minutes and agendas should be uploaded to blog area weekly.

New Grading Criteria to also be included for the persuasive speech (in addition to the criteria above).
- Must be clearly persuasive incorporating the methods and strategies of persuasion learned in class and the textbook!
- Persuade classmates on a topic related, in some way, to your area of study/long-term professional goals.
- Pathos – Emotional Appeal
• Ethos – Logic – Be familiar with the fallacies in the textbook to ensure faulty reasoning is not included. Also, be sure not to use atypical examples, statistics/information without citing sources, etc.
• Students should consider the new organizational patterns recommended for persuasive messages (covered in class and textbook).
• Action Step!

➢ Graded #2 – Persuasive Speech:
Each speaker should cite at least two CREDIBLE sources during the speech!
Project Time: 15 – 20 min
5 points off for every minute under time -- 1 percentage point off for every minute over

Delivery (Individual Speakers):
• Physical Appearance was attractive and suitable
• Language/style of language was suitable and effective for the target audience
• Student was articulate and easy to hear
• There were no serious errors in grammar, pronunciation and/or word usage
• Body movements, eye contact and facial expressions added to the overall Effectiveness and interest-level of the speech
• Used extemporaneous delivery effectively

INTRODUCTION:
Attention step: relates to subject in some way; creatively and effectively gains the audience’s attention.
Thesis Statement or Central Idea: Conversationally, but clearly stated in the introduction.
Establish Credibility/appears prepared
Preview Main Points: Conversationally tells the audience the main points to be covered in the presentation.
Transition Statement: Includes a simple, yet effective transition statement that lets the audience know that the speaker is moving to the first main point.

BODY:
• Clearly persuasive
• Persuasive methods, strategies and appeals that effectively related to the target audience: (Ethos/Logos/Pathos)
• Sound facts, logic and reasoning:
• Appealed to the needs of the specified audience members:
• The speech seemed logical, clear and interesting to the audience.
• Transition Statement: Includes a simple, yet effective transition statement that lets the audience know that they are moving to the conclusion.
• Main points are clearly stated and developed equally
• Appropriate number of main points covered given the time constraints
Main points and subpoints effectively relate to the thesis statement or central idea of the speech 
Subpoints include a variety of effective and suitable supporting materials that lend credibility and interest to the speech and speakers. 
Visual Aids are also included into the presentation, which add clarity, interest and/or proof. The visuals, like the verbal support, bring the dry, technical information to life. Please refer to visual aid notes from class, as well as the text for examples of how and when to implement visuals into the presentation most effectively 
Visuals are effectively displayed and large enough for everyone in the class to see. 
Speaker included effective verbal cues (transitions, signposts, etc.) that assisted the audience in the process of moving to each main point and subpoint in the body of the presentation (remember… use key words and phrases in preview, main points, transition statements and in the review). Repetition aids in retention! 
Speaker clearly and effectively moves from the introduction to the body and from the body to the conclusion (transition statements). 
Student conversationally cites sources 
- A = minimum of SIX CREDIBLE sources cited (at least THREE peer-reviewed, scholarly sources)!
- B = minimum of FOUR CREDIBLE sources cited (at least TWO peer-reviewed, scholarly sources)!
- C = minimum of TWO CREDIBLE sources cited!
- D = ONE CREDIBLE source cited!
- F = NO SOURCES CITED!
- Student also follow the guidelines covered in class on when it is vital to mention a source! Be more creative than simply saying —My sources are or —My sources were.

CONCLUSION:
Review: Clearly restated main points with the same key words and phrases used in the preview and main points. 
Memorable Ending: relates to subject in some way; creatively and effectively concludes presentation. 
Action Step: what should the audience do to move them toward what you are trying to persuade them to do?