COMM 1315.013 Public Speaking  
Spring 2015 - T/TH 11:00 a.m. - 12:15 p.m.  
ECDC 219 A

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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.


BLACKBOARD PROBLEMS: If you have ANY Blackboard problems, please call the Blackboard helpdesk, first (before contacting your instructor). When you call the helpdesk, be sure to get AND KEEP your case # related to the specific problem. IF you contact your instructor 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.

Grades:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Assignment Values</th>
<th>Preparation Materials Per Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment One</td>
<td>50 Group Grade</td>
<td>1. Outline (10 pts)</td>
</tr>
<tr>
<td>Group Informative</td>
<td>50 Individual Grade</td>
<td>2. Completed audience surveys (10 pts)</td>
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<td></td>
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<td>3. Annotated bibliography (10 pts)</td>
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<tr>
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<td>4. Index Card (10 pts)</td>
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</tbody>
</table>
| Assignment Two          | 200 | 1. Outline (10 pts)  
|                        |     | 2. Completed audience surveys (10 pts)  
| Persuasive (individual)|     | 3. Annotated bibliography (10 pts)  
|                        |     | 4. Index Card (10 pts)  
| All Preparation Materials | 80 |  
| Mini Speeches          | 120 | PPT/Prezi Intro with Object (50 pts)  
|                        |     | Birthday Speech (50 pts)  
|                        |     | Ah Game (20 points)  
| Attendance & Participation | 50 |  
| Textbook Exams         | 400 (4 X 100) | T/F & MC & Short answer  

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 950 points possible, broken down as follows:
A = 89.5% - 100%
B = 79.5% - 89.4%
C = 69.5% - 79.4%
D = 59.5% - 69.4%
F = 59.4% or fewer

Attendance Policies:
Attendance is expected. Students will learn as much from observing performances as from performing itself. Students are permitted three non-university related absences from class. Additional absences will result in the subtraction of one percentage point (1%) per absence off of the final grade. For example, if a student ends up with a 92%, but misses 6 class periods (5 more than allowed), then the actual grade would be an 87% or a "B" grade (92 - 3 = 89). Student’s attending school related functions must turn in appropriate signed documentation. A doctor’s note will result in an excused absence.

Policy for Late Assignments: There are no excused absences for missing designated speaking days/dates. It is the student’s responsibility to make sure there are no conflicts before signing the speech schedule. 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, and 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 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. 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 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. Even so, the consequences are the same.

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 that is 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: 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.

Disabilities Accommodations: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance 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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree
Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Grade Appeals: 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, http://cla.tamu.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

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

To earn an 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.

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 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.

**D speeches do 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.

**F speeches do 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)

**Tentative Course Schedule** (Subject to Change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>Thurs., Jan. 22</td>
<td>Welcome; Syllabus, course expectations, and baseline audit. Communication anxiety/Communication model.</td>
<td>Chp. 1, Chp. 2</td>
</tr>
<tr>
<td>Tue., Jan. 27</td>
<td>Communication Climate/Communication Climate Activities</td>
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<tr>
<td>Thurs., Jan. 29</td>
<td>Perception and the self-fulfilling prophecy, Nonverbal Communication/Emotional Contagion, Synergy versus Groupthink</td>
<td>Chp. 3</td>
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<tr>
<td>Tue., Feb. 3</td>
<td>Mini speech 1: AH Game</td>
<td>Chp. 19</td>
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<tr>
<td>Thurs., Feb. 5</td>
<td>Small Group Communication, Communication Climate Activities: Clear message format/perception checking, Jack Gibbs defensive</td>
<td>Chp. 9</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>Tue., Feb. 10</td>
<td><strong>Speaking in Small Groups</strong> Communication Activity: Survival Game</td>
<td><em>Exam 1: Chp, 1,2,3 &amp; 19</em></td>
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<tr>
<td></td>
<td>Group roles discussion and analysis</td>
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<tr>
<td>Thurs., Feb. 12</td>
<td><strong>Basic Speech Development, Visual Aspects of Delivery/Visual Aids</strong></td>
<td><em>Chp. 10, Chp. 14</em></td>
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<td></td>
<td>Group Speech Materials</td>
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<tr>
<td>Tue., Feb. 17</td>
<td><strong>Mini: Object intro</strong></td>
<td><em>Chp. 13</em></td>
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<tr>
<td>Thurs., Feb. 19</td>
<td><strong>Mini: Object intro</strong></td>
<td><em>Chp. 15</em></td>
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<tr>
<td>Tue., Feb. 24</td>
<td>Verbal/Vocal Aspects of Delivery, Audience Analysis, Topic Selection, Speaking to Inform</td>
<td><em>Chp. 6</em></td>
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<tr>
<td>Thurs., Feb. 26</td>
<td><strong>Library Research Day! Meet in Library</strong></td>
<td><em>Chp. 16</em></td>
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<td>Meet assigned group members: Develop and sign the group contract, take minutes, Begin development of timeline, begin researching and organizing the Speech, Must have two academic sources before end of class</td>
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<tr>
<td>Tue., March 3</td>
<td><strong>Mini: Birthday Speeches</strong></td>
<td><em>Chp. 17</em></td>
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<tr>
<td>Thurs., March 5</td>
<td><strong>Mini: Birthday Speeches</strong></td>
<td><em>Chp. 17</em></td>
</tr>
<tr>
<td>Tue., March 10</td>
<td>Persuasion: New organizational patterns, new methods and strategies.</td>
<td><em>Chp. 8</em></td>
</tr>
<tr>
<td>Thurs., March 12</td>
<td>Watch/analyze an informative speech</td>
<td><em>Exam 2: Chp. 6, 10,13, 14,15</em></td>
</tr>
<tr>
<td>March 16-20</td>
<td>Spring Break No Class</td>
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<tr>
<td>Tue., March 24</td>
<td>Finish the outline in preparation for the speech Develop speaking outlines Practice together!</td>
<td><em>Chp. 11</em></td>
</tr>
<tr>
<td>Thurs., March 26</td>
<td><strong>Group 1 Informative Speech</strong></td>
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<td></td>
<td><strong>Group 2 Informative Speech</strong></td>
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<tr>
<td>Tue., March 31</td>
<td><strong>Group 3 Informative Speech</strong></td>
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<td><strong>Group 4 Informative Speech</strong></td>
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<td>Thurs., April 2</td>
<td><strong>Group 5 Informative Speech</strong></td>
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<td></td>
<td><strong>Group 6 Informative speech</strong></td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>Tues., April 7</td>
<td>Persuasion (MLK Speech)</td>
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<td>Thurs., April 9</td>
<td>Persuasion (Kony 2012)</td>
<td>Exam 3: Chp. 8, 16, 17, 11</td>
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<tr>
<td>Tues., April 14</td>
<td>Persuasive speeches</td>
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<tr>
<td>Thurs., April 16</td>
<td>Persuasive speeches</td>
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<tr>
<td>Tues., April 21</td>
<td>Persuasive speeches</td>
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<tr>
<td>Thurs., April 23</td>
<td>Persuasive speeches</td>
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<tr>
<td>Tues., April 28</td>
<td>Persuasive speeches</td>
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<tr>
<td>Thurs., April 30</td>
<td>Persuasive speeches</td>
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<tr>
<td>Tues., May 5</td>
<td>Persuasive speeches</td>
<td></td>
</tr>
<tr>
<td>Thurs., May 7</td>
<td>Final exam days May 7-13th.</td>
<td>Exam 4: All Chapters</td>
</tr>
</tbody>
</table>

**ASSIGNMENTS**

**A. Mini Speeches**

1. *The 'Ah' Game*
   Students will randomly select a question and speak for 1 min without saying 'ah' -- or any other type of vocalized pause. Sample Questions: my hero, my Favorite vacation, when I graduate I want to thank…

   *Remember, that learning to control communication anxiety (versus it controlling you) in high-risk communicative situations is a skill that can only be developed with time and practice.* Those that are effective in the art and skill of communication will, like a professional athlete, make it look easy; however, doing it well is difficult, even for professional speakers. So, for this situation, you could also practice speaking on a word or concept for one minute without any vocalized pauses.

2. *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 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 2 to 3 slides and the speech should last 3 to 5 minutes.

Presentation 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

WARNING: Only students that meet all criteria above will receive full credit. Delivery and visuals will be included during the assessment process.

3. Birthday Citation
Providing credible information is the basis of any well-designed public message. Therefore, you must learn to properly cite sources during your presentation. It is vital that you articulate, during your speech, where you obtained your information. 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 articulate sources when using ideas, facts, etc., that are not your own counts as plagiarism.

Advanced speakers will not just use examples and statistics to support their points, they will include a variety of verbal support (analogies, human interest stories, quotations, statistics, etc.). The purpose of this mini speech is to allow you the opportunity to practice the process of finding effective supporting material, as well as practicing the process of effectively articulating sources during the presentation.

Your topic for this assignment is the day/date you were born. You must articulate at least THREE sources informing on this topic. You must have one story, one statistic, one direct quotation, as well as information you have paraphrased (put into your own words). You must also include visuals in which you have applied what you have learned from your textbook and/or in-class discussions. Time frame: 3 to 5 minutes. NOTE: you do not have to apply what you learned during the Intro/Object speech (basic speech development). Just focus on the supporting material mentioned above and articulating sources.

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.
B. Major Graded Speeches

1. Group Informative Speech
Students will be randomly assigned to a group and must decide on a culture or co-culture to research, develop and deliver a group speech 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.

Speech Criteria:
Speech Length: 15 – 20 min
5 points off for every minute under time - 1 percentage point off for every minute over

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:
- **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 sub-points effectively relate to the thesis statement or central idea of the speech.
- Sub-points include a variety of effective and suitable supporting materials that lend credibility and interest to the speech and speaker.
- **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 sub-point 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!
- **The speech** seemed logical, clear, relevant and interesting to the target audience (classmates).
Students conversationally verbally cite sources during the speech –
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! 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!

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. Speakers should not end by saying, “that’s it” or “any questions?”

Delivery of each group member:
- Physical Appearance was attractive and suitable.
- Language/style 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.

Teamwork -- Group Informative Speech

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

**Individual Grade (50 points):**
- 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.

**Group Grade (50 points):**
- Group is cohesive (win/win attitude!), but avoids groupthink.
- Has constructive conflict using skills learned in the classroom (not destructive).
- 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 performances:**
- 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. 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.
- **Note:** Obviously, missing meetings, arriving late to meetings and leaving early will significantly hurt a student’s credibility.
- **Prep materials should be turned in on the day of the group presentation.**

2. **Individual Persuasive Speech:**
Students are to choose a topic from their professional field of study and/or interest and attempt to persuade his/her classmates on something related to it.

**Speech Criteria:**
- **Speech Length:** 5 – 10 min
- 5 points off for every minute under time - 1 percentage point off for every minute over

**Introduction:**
- **Attention step:** relates to subject in some way; creatively and effectively gains the audience’s attention.
- **Relevancy/Importance:** 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:**
- Must be clearly persuasive.
- Persuasive methods, strategies and appeals that effectively related to the target audience (Ethos/Logos/Pathos).
- Appealed to the needs of the specified audience members.
- Main points are clearly stated and developed equally.
- Appropriate number of main points covered given the time constraints.
- Sub-points include a variety of effective and suitable supporting materials that lend credibility and interest to the speech and speakers.
- Visuals are effectively displayed and large enough for everyone in the class to see.
- Transition Statement: Includes a simple, yet effective transition statement that lets the audience know that they are moving to the conclusion.
- Student conversationally verbally 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!

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. Speakers should not end by saying, “that’s it” or “any questions?”
• **Action Step:** What should the audience do to move them toward what you are trying to persuade them to do?

Delivery of each group member:
• Physical Appearance was attractive and suitable.
• Language/style 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.

C. Preparation Materials

1. **Annotated Bibliography Assignment** – Must turn in a typed APA annotated bibliography (2-3 sentences on why you picked your source and why it’s credible) on the day of the group informative and persuasive speeches.

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.

2. **Speaking Outline Assignment – Must be Typed** and turned in on the speech day.
   (Group Informative AND Persuasive Speeches)

Main points and sub-points are fine, but the outline should include **complete sentences** in APA style.

Sample:
Topic:
Attn Step:
Central Idea/Thesis:
I. Main Point
A.  
B.  
C.  

I. Main Point  
A.  
B.  
C.  

Memorable Ending:  

3. *Survey Assignment* – Survey should be typed and have a minimum of 8-10 questions. Survey will be projected and students will answer on their own paper. 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.  

To decide on the questions you will ask 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.