COMS 103 Course & Assignment Packet
Oral Communication with Pablo Martin

This packet contains all of the assignment descriptions and rubrics that you will need for our course this semester. I recommend that you either download or print a hard copy for yourself that you can reference throughout the semester—choose whichever option works best for you. I will not be providing any additional handouts of this material in class. All assignments are listed in chronological order. (For individual assignment point values, please see the syllabus.)

NOTE: I may make small changes to the speech rubrics before they are due. If so, I will provide the updated rubrics to you via email and/or Canvas.

Class Structure
In addition to meeting in person, this course also relies on three electronic tools:

- Canvas, a course web course management system, for uploading some of your work, keeping track of your grades, emailing colleagues, etc.
- A course website, the Course Resources Page (CRP, http://www.martiniproductions.com/coms103.html), that houses course content, such as the syllabus and other course handouts, assignment templates, and a variety of helpful documents and resource links.
- NEW: POPS Classroom, a tool the creators say "helps lay the groundwork for a great speech by guiding students through the outlining and speaking note creation process." It will be available through and integrated into our Canvas course, but here’s a link to their home page (https://www.popclassroom.com) as well as the textbook that they provide (https://power-of-public-speaking.dcatalog.com/r/Pops-OpenText/).

Speech Groups
Each of you will be asked to create/join a speech group of four people that you will work with throughout the semester. Your group will compose and deliver one speech together, work together to revise the two individual major speeches, and deliver your major speeches on the same day. Students will form their own groups based on their individual interests (please see the Group Informative Speech below) as well as when they want to deliver their major speeches—Group A will present at the beginning of the timeframe provided for each speech, while Group H will present at the end (see the Course Schedule for dates). Groups will be "officially" formed in class during week 3 or 4 of the semester. Your group’s private “page” is available as a link on your “Dashboard” in Canvas (this is where you see all of your Canvas classes).

Preparing for “Speech Days”
When preparing for a speech, plan to have your outline (and slideshow) completed at least two or three days before your speech is due so that you have time to practice and polish your delivery. Speech assignments are not like papers in other classes: those you might be used to finishing minutes before class and turning them in fresh off the printer. (That’s usually what I did my first year in college.) Speeches require you to practice them and get comfortable with the content after they are done, so be sure to give yourself a little time to do that.

On the day of any major speech (longer than 2 minutes), I’ll ask that you dress in business casual attire. My definition of this is pretty loose: it’s basically clothes you would wear for an interview at a nice restaurant or a low-level office job. I’m fine with nice denim (no holes or designs on them), dark t-shirts without logos, any clothes that don’t reveal too much skin (no low-cut tops, no tank-tops, no mini-skirts, no shorts), and dress or dark shoes (tennis shoes that don’t look like tennis shoes can work) that cover your toes—some sandals can pass as dressy (but not flip-flops!). If you want to purchase a set of business casual clothes for a speech or future interviews, I recommend shopping at a local thrift store or visiting the “closet” we have on campus. Please feel free to ask me if you have questions about business casual as well.

When the day comes that you are scheduled to deliver one of the longer speeches (more than 2 minutes long), please be sure to arrive to class a little early to do the following:

- Upload your slideshow to the class computer’s “Desktop” from your USB drive (only use your email as a back-up)
- Upload or prepare any videos, websites, or sound clips on the class computer or other devices
Reading Journals:
The Reading Journal is an assignment designed to help you more effectively engage with scholarly material. It can also be a helpful way to take notes on the reading. Please do not write what you think I want to see included in the text, but instead write about what you think is important and interesting, and your reaction to different aspects of the text, or in a face to face class, please bring them to class (on your phone, on paper, etc.) in order to facilitate discussion. Please do not write what you think I want to see. Sections 1.1-1.2 must produce a minimum of one dense, hand-written page or half of a typed page for each assigned reading (i.e. 8/30: Sections 1.1-1.2). You can write line-by-line notes, use the Cornell note-taking system (see below), write a narrative response to different aspects of the text, or use any other format that you like again, so long as your work is clearly grounded in the text. (If your journal entries are longer, you will not be penalized; this is not true of essays or papers, however). You can choose to complete these by hand or with a word processor (i.e. Open Office), but you must submit each Reading Journal directly in Canvas under the left-side menu item, "Assignments" or within the appropriate Module. Electronic documents or clear images of each handwritten page is an acceptable form of submission.

Video Recording of Speeches
To help you get a better idea of what you look and sound like as a speaker, I will ask you to record each of your three major speeches (the Process/How to, The Group Informative, and the Persuasive Speeches). Don't worry, while most people don't like this at first, they tend to learn a lot about what they do well and what they can improve on. You will record and upload your own speech within our POPS Classroom (which is accessible within Canvas). If you don't have a device to do this or your phone is out of data, please let me know and you can borrow my camera.

NOTES:
- Students can earn five points of extra credit if they create and post a “practice speech” to POPS classroom at least 24 hours before your speech delivery due date (5 points—please email me if you do this so I know to look for it.). This will only be available for you (and me) to view and will allow you to get help from the artificial intelligence advisor in POPS Classroom on basic speaking skills. 
- Students can earn five points of extra credit if they share their speech videos with me to use in future classes. Please email me if you are interested in doing so.

Bonus Points for Major Speeches
If your colleagues believe that your speech truly stands out in one or more areas, you can earn bonus points. At the conclusion of everyone’s speech, students will have the opportunity to privately indicate if they believe the speaker did outstanding work in a number of different areas (see below). (If two-thirds of the class agrees, the speaker will have an additional 5 points added to their final score.)

Stand Out Qualities
1. Exceptional delivery
2. Exceptional ethos, pathos (moved your audience to tears), or logos
3. Exceptional component: an engaging story, a difficult complex made easy to understand, etc.
4. Exceptional slideshow
5. The selection of a unique topic or a unique take on a topic
6. Significant improvement in that speaker’s delivery skills

Reading Materials
To promote your benefiting from our course materials, I ask students to complete a reading a reading journal for each reading assignment (i.e. 8/30: Sections 1.1-1.2). These are due the day and time class starts. Because we will be discussing the readings in class, and to be fair to everyone, reading journals submitted more than 20 minutes after they are due can only receive half credit.

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The Cornell Note-Taking System:
If you wish to use the Cornell note-taking system, you can download the "Cornell Notes Template" on the CRP or follow these directions. Start by setting up your paper using two columns (or in some other way that clearly and obviously indicates each reference to the book and each individual response to that reference). On the left side write down what the text says (paraphrasing or direct quotations are both acceptable; be sure to include the page number you are referencing). On the right side, write your corresponding reactions, questions, and clarifications—what you choose to focus on is up to you, so long as it is clearly grounded in the text. If you ask a question, be sure to answer it—whether you talk it through or find the answer through class or another resource. Please provide a separate response for each quotation or paraphrase from the text.

Practical Activities
Throughout the semester, I will ask you to complete a variety of in-class activities that are designed to help you improve as a speaker. I’ll share these with you as they come up.

Peer Introduction Speech
The Peer Introduction Speech is a 1-2 minute speech in which every student will introduce one of their colleagues in the class. It will be evaluated on a credit/no credit basis: credit will be assigned for completing the speech as well as submitting a basic outline (more on that below).
Your speech will be based on an informal interview that you have with your partner during class time, but you’re welcome to continue your discussion beyond that. (I suggest you exchange emails and/or phone numbers so that you can contact one another. You can also communicate with each other through Canvas.) You don’t need to stick to or even mention the interview questions below when introducing your partner, but you might find them helpful.
Your speech should have a beginning, middle, and end. The beginning should include an introduction of yourself and your partner. In the middle or body section, you will need to provide content that helps us get to know your partner—I recommend that you focus on at least three different examples or details (the interview questions below will be helpful for this). Stories are usually effective elements in the Peer Introduction Speech because they are generally interesting AND they add time to your speech—remember, you must speak for at least one minute to earn credit. The ending should remind the class of your and your partner’s name.
If you realize that you need more information and your partner “goes missing” or doesn’t get back to you soon enough to prepare, please be prepared to introduce yourself or go ahead with what information you have when it comes time for the speeches. If that makes you extremely nervous, please contact me before class and we’ll make alternate arrangements (most likely I’ll partner you with another person in a similar situation—you can present the following class meeting).
Interview Directions:
Identify each of the following details, looking for any stories or related information that we might find interesting. When you’re done, create a basic note sheet or outline that you can use when you introduce one another. I will collect these. You should exchange email and/or phone numbers in order to communicate further if necessary. Here are some ideas to get you started:
1. What is their name?
2. What are their academic or career goals?
3. What are their interest(s) outside of school?
4. What are some of their favorite media (book, film, apps, etc.)? Why?
5. If they could be any other living organism, what would it be?

Peer Introduction Speech Note Cards
To assist you in delivering your speech, I’m asking you to use note cards. You will need to create these in POPS Classroom. To earn full credit for this, you only have to meet the following requirements:
1. It should have enough detail to help you deliver a one minute speech introducing your partner
2. It should employ some kind of organization or numbering of the things that you'll be talking about (you might have the information written in the order you want to present it or you can simply number the different points you want to make on your interview notes)

Object Speech

The Object Speech is a 1-2 minute speech where you will share a bit more about yourself by using an object (or a person or place) as a vehicle to do so. This speech focuses on helping you start to develop basic delivery skills while letting us get to know you better. To help relieve any stress you may feel, you are asked to bring the object (or a digital image of it) to give the class something besides you to look at during your speech. It will be evaluated on a credit/no credit basis: credit will be assigned for completing the speech (5 points of that credit will be earned by sharing your object or image with the class—one image only, no slideshows please).

For this assignment, you will be asked to share an object with us that is meaningful to you for some reason or other. When choosing your object, strive to find an item that reveals something interesting or unique about you, is something that you'll enjoy sharing, and is something the audience will enjoy learning about. Ideally, there's a brief story you can tell us about how you got it or why it's meaningful. Your speech should focus on you, so the object should be something that can be used as a vehicle to do this. In other words, don't just talk about the object itself.

During your speech, I will make observations on something you do well and something you can improve. You will also earn credit separately for turning in your note cards (more on that below). I highly recommend that you practice delivering your speech at least once so you at least know how long it is.

- Your presentation should include an introduction, body, and conclusion (or beginning, middle, and end). In the body of your speech, aim for three ideas that you will then develop with specific details. Stories are often excellent to use because they're both rich in detail and entertaining.
- In terms of delivery, this assignment also asks you to begin to be aware of your eye contact, body language, vocal projection, vocal dynamics, and filler words ("umm, uhh, err, aannnnd, and es de")
- You will need to use note cards, rather than an outline, for this speech.
- Finally, I ask that you avoid sharing any objects inappropriate for a class setting, such as objects that promote violence or drug use.

Object Speech Note Cards

You will need to use note cards, created in POPS Classroom, to help you deliver this speech. You will need to use a minimum of five note cards.

Your note cards will be evaluated on how well you meet (or avoid) the following criteria:
1. Having limited information on each card, either as bullet points or in a subordinated arrangement
2. The spacing and size of the writing on each card (i.e. you can read them from several feet away)
3. The completeness of your note cards (do they cover the entire speech, from intro to conclusion?)
4. AVOID having only one or two words per card
5. AVOID filling your cards with a lot of detailed information (such as your speech, word for word)

Although it's not relevant here with digital note cards, if you use paper note cards in the future, I suggest these two tips:
- Number your note cards so that you and I can follow them sequentially.
- Avoid writing on the back of your note cards—this might confuse you during your speech

Sample Note Card

The following information comes from a detailed/working outline about the environmental impact of making a surfboard. See how this information can be reduced onto a note card to be used in a speech, starting from the content of a detailed/working outline:

A. Polyurethane foam makes the core of the surfboard.
   i. Polyurethane foam has a very high impact on the environment.
      1. Among other things, producing 2.2 pounds* of foam requires roughly 84 gallons of water, more than 2 pounds of natural gas, 1.5 pounds of crude oil, and nearly a pound of coal (McRandle, 2003).
To be more accessible to the audience, the original numbers in the report were converted from the metric scale: "To make one kilogram (kg) of polyurethane rigid foam it takes an estimated 361 kg water, .98 kg natural gas, .69 kg crude oil, .41 kg coal, 19618 mg methane (CH4)."

A. Polyurethane foam is the core
   1. HUGE impact
      a. McRandle, 2003, 2.2 lbs of foam
         i. 84 gal. water
         ii. 2 lbs gas
         iii. 1.5 lbs crude oil
         iv. nearly 1 lb coal

Audience Analysis Paper
The purpose of this assignment is to help you become more aware of your audience. I am asking you to write a 300-500 word paper (1-2 pages, handwritten is acceptable) in which you summarize and reflect on your classmates’ personal interests. Your paper should be based on the notes you’ve taken during the Introduction and Object speeches—be sure to review them before writing your paper. The goal here is that by taking the time to reflect on the nature of your audience, you will better understand who they are and how to reach them. This, in turn, will help you be a more effective speaker because you will be able to tailor your message to them. Please organize your paper by having a brief introduction and conclusion. You might opt to separate your paper into one long paragraph or a short paragraph for each trend and topic.

Audience Analysis Specifics/Rubric:
1. Provide an introduction and conclusion to your paper—one sentence for each will do (.5 pt each). Also, be sure to organize your thoughts in a clear, logical manner—don’t just write a list. (5 pts)
2. Very clearly discuss at least three different trends or commonalities you noticed among your classmates’ interests/characteristics and refer to specific, individual students to support those claims. For example, “Many students in this class are environmentally conscious. Pablo limits the use of his disposable plastics, Alison is an avid recycler, and Josie makes compost for her garden.” (10 pts)
3. Very clearly identify at least three general topics that would appeal to this audience for the upcoming group speech. Be sure to explain your reasoning. For example, “Because they are environmentally sensitive, my classmates would likely find a speech on plant-based plastics interesting.” (5 pts)

* Deductions for not meeting the following: Your paper should be formatted as described here and in the syllabus; be 300-500 words in length (1-2 pages, handwritten is acceptable); and be free of organizational, spelling, and punctuation errors (up to 5 points)

Process/How to Speech
This speech is all about letting you craft a detailed outline and deliver an engaging, dynamic speech based on something that you know well. In other words, you don’t have to do any research! Also, you should be passionate about it, making it easier to pass this excitement along to your audience through you speech deliver. Also, knowing the material well will help you focus on how to teach it to us—and this is not such an easy thing to do. You will have to think like some one who is totally new to the idea you are going to present on, and present the material in a way that is clear and easy to follow. In other words, you’ll have to work on your organizational skills—a key to being an effective communicator.
This 3-5 minute process or “how to” speech has two goals in mind:
1. To help you develop your planning and organizational skills
2. To help you prepare and deliver the most effective speech you can

As we’ve discussed, effective planning and organization is key to helping us simplify our message—it helps our audience better comprehend it. Once you know what you want to say, then you can work on how you want to say it. How you say something is also critical to audience comprehension (remember, nonverbal communication accounts for roughly 75% of
the meaning audience’s derive from a message!). In this speech, you can focus on those two areas without having to do research on a new topic as well. Specifically, you will be teaching the class how to do something that you do well or teach us about a process that you’re familiar with. Example how to topics include: hiking Mt. Whitney, stringing a guitar, and hosting a party. Example processes include: coastal erosion, the process of water becoming ice, and how drinking water gets filtered. While you are welcome to share a recipe that you or a family member has created, in general I discourage speeches about recipes as they may not give you enough opportunity to work on your planning and organizational skills. (Please note: “live demonstrations” are only permitted if you discuss your plans with me first so that I may lend guidance—it is very difficult to simultaneously speak and demonstrate well. You are welcome to have others demonstrate for you, but most speakers find videos are easier to work with. Speakers that engage in more than brief/basic demonstrations will have their score penalized 5 points.). You may use a slideshow in your speech if you find it beneficial—they usually are—but I will not evaluate it. You will only be evaluated on your speech delivery and content.

**Topic Selection:** When identifying your topic, try not to over-think it. Think about those things that you are really good at or things that people turn to you for your expertise on. Ideally, the activity that you share will be something most people don’t know about or don’t do well themselves—it will be more engaging this way. You are free to teach the audience about anything you are passionate about (or at least find interesting) so long as it is specific, appropriate, and suited to the time limit. A specific topic would be “showing the class how to prepare a top-roped for traditional rock climbing,” “how to boulder safely,” or “the basics of rock climbing.” The topic “how to rock climb” would be too broad. The former topics are specific, each looking at just one component of rock climbing. Each of these could be presented effectively and engagingly in a brief speech. The latter would have to include dozens of different topics. To do that in such a short time would probably make for a very vague and superficial speech (this usually means it would be boring, and no one wants that!). Regarding appropriateness, an inappropriate topic would be “how to get away with driving under the influence.” Basically, appropriate topics tend to be speeches about how to do things that are legal and/or not dangerous. If you have questions about your topic, please talk with me.

**Your speech will need to:**

1. Get our attention at the beginning, and go out with a bang at the end
2. Briefly describe why the audience should listen
   a. Is your topic interesting? (Make us want to listen to your speech)
   b. Are you credible?
   * Consider whether you need to explain or define your topic in any way
3. Describe exactly how the process works or how to do your topic (this should be the bulk of your speech)
   a. Break this part down into the various steps that it takes to effectively do your topic
4. Demonstrate your awareness of effective delivery skills

**Process/How to Speech Outline Best Draft and Editing Workshop**

In the days before you deliver your speeches, you will have an opportunity to workshop your speech and outline with your group members. Your group can choose to work face-to-face or remotely, so long as everyone is able to access their colleagues’ outlines via Canvas/POPS Classroom. These workshops will give you time to revise and improve your outline within your group before practicing and delivering your speech. On the day of the workshop, be sure that you have completed the best draft of a detailed outline that you can produce on your own—think of this as your final draft. This way, your group can help you improve your speech in ways that you haven’t thought of, rather than working on basic issues that you could resolve without their input. Having such a developed outline will also give you the freedom to look at higher-level concerns, such as identifying the best examples, the most effective word choice, and delivery strategies.

To participate in the workshop, you’ll need to export your outline from POPS Classroom as a PDF and then upload it to the appropriate assignment in Canvas (i.e. “Process/How to Speech Outline Editing Workshop”). I’ll walk everyone through how to participate in the workshop (i.e. give your group members feedback) beforehand.

- Students can earn up to 15 points for uploading a complete outline in Canvas by the due date.
- Students can earn up to 10 points for their efforts in the editing workshop (i.e. providing feedback to each of their colleagues). Full credit can be earned by providing specific, thorough, and thoughtful feedback—you might use the

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speech and outline rubrics to guide you. Students will only be responsible for reviewing outlines submitted by the due date—although it would be nice, if you have time, to review any late submissions as well.

**Please note:** If you can’t upload your outline by the due date, you can still earn half credit for late work but recognize that you may not give your colleagues’ enough time to provide you with feedback to improve your speech and outline.

**Process/How to Speech Rubric**

This grading rubric is divided into lettered categories. Each of these categories will be evaluated based on the presence or absence of the elements listed within it as well as the quality of those elements. Specific speech elements written in *italicized bold* are more weighted point-wise, with those in **bold** being less weighted, and those in standard font being least weighted. Your grade in each category will be based on how well you meet the requirements for each element within it. Each element will be marked on the following spectrum (with corresponding point values based roughly on the percentages that follow):

- Not Evident (33%), Unsatisfactory (65%), Satisfactory (75%), Good (88%), and Excellent (100%)

<table>
<thead>
<tr>
<th>A. Introduction</th>
<th>12 pts possible</th>
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<tbody>
<tr>
<td>1. Started with attention getter (rather than your name, “um,” “ok,” etc.)</td>
<td>2 pts</td>
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<td>2. Attention getter content and delivery</td>
<td>2.5 pts</td>
</tr>
<tr>
<td>3. Stated the thesis (clearly and obviously, defining it if necessary)</td>
<td>2.5 pts</td>
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<tr>
<td>4. Reason to listen (WIIFM) &amp; Speaker credibility</td>
<td>2 pts</td>
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<td>5. Preview of points (this is optional in a how to or process speech)</td>
<td>1.5 pts</td>
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<td>6. Avoided unnecessary details in intro (besides attention getter)</td>
<td>1.5 pts</td>
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<tr>
<th>B. Speech Body/Evidence</th>
<th>20 pts possible</th>
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<tr>
<td>1. Focus of speech (intended rhetorical purpose)</td>
<td>3.6 pts</td>
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<td>2. Evidence was specific</td>
<td>3 pts</td>
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<tr>
<td>3. Evidence was clear</td>
<td>3 pts</td>
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<td>4. Breadth: Evidence was complete and/or thorough</td>
<td>4 pts</td>
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<tr>
<td>5. Depth: Evidence was sufficiently explored and explained</td>
<td>3 pts</td>
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<td>6. Source citations in speech (were accessible and provided when necessary)</td>
<td>1.2 pts</td>
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<tr>
<td>7. Evidence was engaging, including a variety of the following: statistics, specific examples/anecdotes, narratives, facts, testimony, engaging information</td>
<td>3.3 pts</td>
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<tr>
<th>C. Conclusion</th>
<th>8 pts possible</th>
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<tbody>
<tr>
<td>1. Clear transition into conclusion</td>
<td>1.5 pts</td>
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<tr>
<td>2. Reviewed main points</td>
<td>1.5 pts</td>
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<tr>
<td>3. Restated thesis</td>
<td>2 pts</td>
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<tr>
<td>4. Closing device/clincher content and delivery</td>
<td>3 pts</td>
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<tr>
<th>D. Delivery</th>
<th>25 pts possible</th>
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<tr>
<td>1. Attire (appropriate to situation)</td>
<td>2 pts</td>
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<tr>
<td>2. Articulation</td>
<td>1 pts</td>
</tr>
<tr>
<td>3. Direct language (limited verbal clutter)</td>
<td><strong>1.5 pts</strong></td>
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<td>4. Facial affect</td>
<td>2 pts</td>
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<td>5. Eye contact</td>
<td>3 pts</td>
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<td>6. Gestures and movement (Fidgeting behaviors were avoided)</td>
<td>1.5 pts</td>
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<td>7. Grammar and word choice (i.e. strategic language)</td>
<td>1.5 pts</td>
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<tr>
<td>8. Posture is confident and comfortable (no slouching or leaning)</td>
<td>1 pts</td>
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<tr>
<td>9. Pronunciation</td>
<td>1 pts</td>
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10. Speaking Rate: 1.5 pts
11. Use of note cards, outline, or other mnemonic device(s): 1.5 pts
12. Verbal fillers and dysfluencies (were avoided): 3 pts
13. Vocal Projection and Volume: 1.5 pts
14. Vocal Variety: 3 pts

E. Speaking Logistics & Holistic Concerns: 20 pts possible

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<tr>
<td>1.</td>
<td>Clarity of speaker’s overall message: 3.6 pts</td>
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<td>2.</td>
<td>Logical organization and continuity of main ideas and sub-points: 4.7 pts</td>
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<td>3.</td>
<td>Obvious, effective transitions (between introduction, main ideas, and conclusion): 3.6 pts</td>
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<td>4.</td>
<td>Sensitivity to the audience’s knowledge and point of view (including opposing views): 2.7 pts</td>
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<tr>
<td>5.</td>
<td>Energy level and tone (engaging and appropriate to topic, this is complemented by #6): 2.7 pts</td>
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<tr>
<td>6.</td>
<td>Connected with the audience (through nonverbal and/or verbal, this is complemented by #5): 2.7 pts</td>
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Deductions will be made to your final, overall score for the following:

- If the speech deviates from 3-5 minutes in length (plus a 10 second buffer) 1 point will be deducted for each 10 seconds of deviation, -10 max
- A/V clips are no longer than 15% of the speech (1 point will be deducted for every 10 seconds over this)

Detailed Outline for the Process/How to Speech:

On the day you deliver your Process/How to Speech, you will need to upload an electronic version of your detailed outline to the “Assignment Upload” link in Canvas (due by 11:59 PM). Be sure that you review the speech and outline rubrics so that you meet all of the requirements.

The difference between a detailed, working outline and a speaking outline is that the latter only requires as much information as the speaker needs to jog their memory. For the outline that you submit to me, you will need to provide notes or commentary for every single thing you plan to say in your speech.

Outline Criteria (25 points possible)  

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<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>1.</td>
<td>Introduction and Conclusion (5 pts)</td>
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<tr>
<td>2.</td>
<td>Speech Body/Evidence (Complete Development of Ideas) (10 pts)</td>
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<tr>
<td>3.</td>
<td>Clear Organization and Proper Subordination of Points (10 pts)</td>
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</tbody>
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Deductions: Your outline should be formatted as discussed in class/the textbook (using proper subordination) and in the syllabus; be 2-4 pages in length; and be free of organizational, grammatical, spelling, and punctuation errors (up to 2.5 points)

Total Score:

Process/How to Speech Self-Evaluation Essay:

After you deliver your Process/How to Speech, you will need to write a three-paragraph self-evaluation paper based on your own reflections, the recording of your speech, and the evaluations from your colleagues. This is a short paper (handwritten is ok) in which you are asked to candidly reflect on your speech performance and preparation. Remember that people are often their own worst critics, so don’t be too hard on yourself (and please know that whatever you write here will not influence your grade on either the outline or the speech). I assign this so that you can focus on your own personal growth as a speaker, rather than write an academic paper–take the time and energy to honestly reflect on your performance. Each of the three paragraphs should have an introductory sentence (worth .5 pts) and include at least three specific details. This paper must be between 400-600 words and be free of grammatical and other writing errors (up to a 5 point deduction from your content score). Papers can either be submitted in person or uploaded to Canvas (electronic documents or clear images of each handwritten page is acceptable).

1. Your preparation and outlining processes (discuss your slideshow creation process if necessary) (5 points): Write a paragraph in which you discuss, with at least three specific details, the outlining process and the speech preparation process AND how you can improve this process in the future. Ask yourself questions, such as: “Did I have enough material/research? What challenges did I encounter or overcome in organizing my material and preparing my outline?"
Could I have used my time differently? Did I prepare enough before the speech? Are there things I would do differently at the planning stages next time? Was I happy with my introduction, such as the attention getter, preview/overview, and statement of purpose? For the conclusion, how well did I sum up the speech (what devices did I decide to use) and bring it to a close in the outline?"

¶2: The elements of speech delivery that you’d like to improve on (5 points): Write a paragraph in which you discuss, with at least three specific details, those elements in your speech delivery that you could have done better. Discuss how you can improve on one or more of these in the future as well. Focus on specific instances: describe what happened or what was going through your mind, and think of ways that might help you do better in the future. Be sure to make at least one reference to the recording of your speech in your paper (i.e. "from 1:45 to 2:15 I read from my note cards"). This video reference is worth 2.5 points. Refer to the speech rubric if you need guidance.

¶3: The elements of speech delivery that you feel successful in (5 points): Write a paragraph in which you discuss, with at least three specific details, the components of your speech delivery that you felt went well. If you struggle with this part, imagine you were a supportive audience member for your own speech — what would you have seen? Be sure to make at least one reference to the recording of your speech in your paper (i.e. "at 3:36 my gesture matched my intonation very well"). This video reference is worth 2.5 points. Refer to the speech rubric if you need guidance.

Process/How to Speech Peer Feedback (using POPS Classroom)
For the three major speeches, students will be asked to provide feedback to their colleagues within the POPS Classroom interface. You will do this in two ways: 1) by providing in-depth feedback for your Speech Group members when you review their speeches outside of class, and 2) providing basic feedback for the rest of your colleagues in class immediately after they deliver them.

In-Depth Peer Feedback:
Students must respond thoughtfully to each question (20 words minimum) to earn full credit. I ask that you please complete these feedback forms outside of class so that you are neither rushed to give your colleagues feedback nor distract the speakers who follow them.

A thoughtful response for the Introduction might be, “Your story was exciting and your vocal tone created suspense. I wasn’t entirely clear if you were going to talk about — it sounded like the it might be about driving safely. By the end of your conclusion, it was clear though.” A superficial response might be, “Good work, bro.”

Peer Evaluation Questions
A. Introduction – How well did the speaker: 1) get your attention? 2) state the thesis (was it clear and obvious)?
B. Speech Body – Was the: 1) evidence engaging/interesting? 2) evidence complete and sufficiently explained? 3) the speaker sensitive to the audience’s knowledge and point of view (including opposing views)? 4) the speech logically organized (with both main ideas and sub-points coordinated well)?
C. Conclusion – Did the speaker bring the speech to a clear and effective ending?
D. Delivery – Did the speaker: 1) maintain eye contact with the entire audience throughout the speech? 2) maintain a confident and comfortable posture, using natural gestures? 3) avoid filler words and speak at an appropriate rate? 4) address the audience in a voice that was dynamic and showed enthusiasm (or otherwise proper tone) for the topic?
E. Speaking Logistics and Holistic Concerns – Did the speaker: 1) provide clear and accessible source citations when necessary? 2) use obvious, effective transitions (between the introduction, main ideas, and conclusion)? 3) employ an energy level and tone that were appropriate to situation & topic?

Basic Peer Feedback (aka Peer Quick Responses):
A. Introduction – How well did the speaker make me want to listen to their speech?
B. Organization – How well was the speech organized?
C. Evidence: How effective was the speaker’s evidence? (I.e. was it adequate, clear, and presented without bias?)
D. Delivery – How effective was the speaker’s delivery?

Short Speech Rubric (used for the Impromptu Speech and the Speech to Celebrate)
______________ = This needs improvement; ________________ = Good work
Organization: _________ (5 points)
- Your speech has a clear beginning (rather than "Hi," "Ok," "So," "My name is..." etc.)
- The point you are speaking to and/or the point you wish to make is clear early on
- Your speech is organized effectively
- You close effectively, summarizing your point if necessary

Content: _________ (10 points)
- You support your point with specific, well developed details
- Your details are interesting, engaging and/or show a sensitivity to your audience
- Your speech content fulfills the requirements provided for this particular speech

Delivery: _________ (10 points)
- You demonstrate proficiency with (in order of importance): Eye Contact w/Audience, Vocal Variety, Vocal Projection and Volume, Energy Level/Presence, Facial Affect, Limited Verbal Fillers and Dysfluencies, Posture, Speaking Rate, Limited Verbal Clutter, Pronunciation, Articulation, Strategic Use of Language and Word Choice, Gestures and Movement, Avoiding Fidgeting, Grammar

Deductions: _________ (5 points)
- Speakers must speak for at least one minute but no longer than two (-1 point for every 10 seconds below :50 or above 2:10, -5 maximum)

Impromptu Speech
This is a 1-2 minute speech delivered with 1-2 minutes of preparation in which you will discuss one of four different, generic, and random topics. Specifically, you will be presented with four different and very general discussion topics. You will need to select one of these to talk about. You’ll have 1-2 minutes to prepare what you want to say. Some example topics are: what is your favorite sport is and why, should the drinking age be lowered, where’s the best place to go out in Mira Mesa, etc.). You will have as much as two minutes to prepare your speech. If there’s time, you will also have the opportunity in class to deliver a practice impromptu speech the week before you deliver the graded impromptu speech—feel free to practice further with the sample impromptu speech topics listed on the CRP. Because these are impromptu speeches, no one is expecting you to deliver a brilliant or amazing speech, so hopefully that will take some of the pressure off. Some people actually learn a lot about themselves as a speaker during these speeches, finding they are skilled at humor, for example, or they find this was their best speech delivery this semester. Here are a few tips for responding to a prompt without time for much preparation:
1. Bring note paper to write down your thoughts (as well as any delivery cues you want to beforehand)
2. Pick a topic quickly (it’s only 4 minutes of your life)
3. Try to make a personal connection
4. Treat it like a conversation
5. Take a breath/collection your thoughts before you start
6. Have a beginning, middle, and end
   a. The beginning and ending can simply be stating your opinion about the topic.
   b. For the middle of this speech (and really any impromptu speaking opportunity), aim to have three specific things to discuss.

Speech to Celebrate
This is a 1-2 minute speech you will create to celebrate someone or something special in your life. You can think of this as a “toast” that you would deliver at a casual dinner party, or a more formal speech that you would deliver at an event such as a christening, graduation, wedding, reunion, or retirement. The speaker’s role here is to explain the significance of the occasion, acknowledge the joy that everyone is feeling, and inspire the audience to take part in the celebration. To make the most out of this speech, I encourage you to choose a topic that involves some emotion—if you can practice being a little emotionally vulnerable, you will be better equipped to deliver emotional speeches in your future. Please see the Short Speech Rubric for more information (above). If the speech to celebrate makes you too uncomfortable, then you can choose to deliver a second impromptu speech.
For the Impromptu 2 alternative, you will be presented with a piece of abstract art (not one you choose yourself) and have 1-2 minutes to prepare what you want to say about it. If you choose this option, you will need to email me a picture of abstract art by 11:59 PM the night before the impromptu speeches will be delivered (it must be abstract—to learn more about abstract art, visit https://en.wikipedia.org/wiki/Abstract_art. Visit this link to get an idea of how to approach this type of art: https://www.huffingtonpost.com/2014/06/13/abstract-art_n_5486273.html).

**Group Informative Speech**

The Group Informative Speech, or GIS, is a 9-12 minute group speech. This means that each of you will speak for 2-3 minutes, one at a time, as part of a cohesive speech. (Smaller groups will be given an 8-12 minute window.) Working with your Speech Group, you will inform the class about a person, place, thing, or event that interests your entire group (and ideally the entire class as well). Your job is to give your audience a complete and thorough understanding of your topic, not persuade us how we should think or feel about it. For example, Coachella may be an awesome music festival, but like everything, it has its down side—your speech should inform us about both the good and the bad of whatever topic you choose. To help you find a topic, please browse some of the “talks” at www.TED.com, visit the Research & Citation Help page on the CRP to find some credible news outlets to explore, or explore Wikipedia’s “All Portals” link (https://en.wikipedia.org/wiki/Portal:Contents/Portals).

The goals for this speech are several:

- help you develop your researching, organizing, and outlining skills
- help you realize and engage in all of the planning that goes into a prepared speech
- help you develop a thorough and well-organized outline
- give you practice creating and using a slideshow to complement your speech
- help you prepare and deliver an effective and engaging speech for your intended audience

The group informative speech is comprised of two separate parts:

1. the creation of a detailed, working outline
2. the delivery of a speech based on that outline.

* A non-graded slideshow/powerpoint is also required—see more on that below.

In writing your outline together, please follow the speech and outline rubrics closely to ensure that they are complete. Note that your group will need to make reference to a minimum of 4 sources, one per group member, and that they will need to be properly formatted in your group outline. Most, but not all, of your sources must be from published sources, and all of them must be credible—even if it’s a friend of yours. Your outline should be formatted as described in class and the textbook (using proper subordination). See the rubrics and other info below for more information on that and other details, too.

**Grading**

Your group will share a grade on the detailed outline and the group component of the speech, however an individual’s group score may be modified for either poor or excellent performance on their section from the GIS Responsibility List (i.e., if one member earns a "C" on their section while other members earn "As" on theirs, the “C” member’s group grade will be lowered and the “A” members grade will be raised accordingly). Individuals will earn unique grades for delivering their part of the group speech and for meeting the slideshow requirements as well. If you’re having issues with a group-member, one of you must speak to me in person (or CC me on any emails written to non-participatory members) ideally one week but not less than two working days prior to the first day of speeches. The sooner you contact me the more likely we can find a solution that satisfies everyone.

**Related Assignments** (more details can be found below)

1. Group Informative Speech Audience Survey
2. GIS Main Idea Skeleton
3. GIS Responsibility List with References
4. Detailed/Working Outline
5. Speech
6. Slideshow
How to Approach the Group Speech

Your group must work together to:

1. Decide on a topic
2. Complete any necessary research (4 references are required—each member of the group will be responsible for locating one resource)
3. Complete, post, and analyze a survey of your colleagues
4. Write a cohesive detailed outline (i.e. using complete sentences)
5. Create a cohesive slideshow (with four slides per person)
6. Deliver a speech together

Here are some tips to help you succeed:

- Specify deadlines when work needs to be done (such as sections of the outline, the slideshow, etc.) and follow them.
- Have the slideshow completed before the day you present so that everyone will have a chance to practice with it.
  Do not make last minute changes unless you share these with the whole group!
- I highly recommend that you use or start using Zotero, “a free, easy-to-use tool to help you collect, organize, cite, and share research” (https://www.zotero.org/).

Your group should divide the work evenly. Here are some suggestions for doing so:

A. Everyone should:
   a) Identify a credible source to use
   b) Research and develop their component of the speech
   c) Type up their portion of the outline (in subordinated format) and insert their source in APA, MLA, or other format (adding their name) at the end of the outline
   d) Create four slides they will use during their part of the speech

B. Individual Speech jobs (for groups with four members)
   a) Intro + conclusion
   b) Main idea I
   c) Main idea II
   d) Main idea III

C. Individual jobs (perhaps for those completing Individual Speech jobs a and c):
   a) Slideshow compiler (maybe send group members a template to work with early on)
   b) Outline compiler (this person should also upload the outline to the “Assignment Upload” link in Canvas when it’s due)

Group Informative Speech Audience Survey

Before preparing your outline and speech, you will need to create an online survey (3-5 questions) with your group to gain a better understanding of the class’s position and awareness of your speech topic. Once you draft, revise, and finally create your survey using an online service (see below), you will need to provide a link to it via Canvas so that your colleagues can access it. To do that, go to “Discussions” and click on the forum titled “Student Surveys for the Group Informative Speech.” Once you’re there, reply to the existing thread. In your reply, identify your Group (A, B, C, etc.), state what your survey is about (or simply give it a name), and paste a link to your survey. After you’ve completed these steps, verify that the link you entered actually takes students to the survey page (and not to your account or some other page).

Here are three different Internet tools that allow you to create free online surveys: Google Forms, www.surveymonkey.com, www.zoomerang.com, and www.surveybuilder.com. If you would like help composing your survey in addition to our discussion in class, please visit me during student visiting/office hours or review the tutorials on the website you use to create your survey.

Respond to Group Informative Speech Audience Surveys
You must respond to all of your colleagues’ GIS surveys as well (by class time on the date indicated on the syllabus). To earn points for this, you must copy and paste each of the survey links you followed/took into a document. You will need to turn this completion document in via Canvas under the “Assignment Upload” link.

NOTE: This assignment cannot be completed late.

**Group Informative Speech Main Idea Skeleton**

Roughly one week before speeches begin, I will ask your group to create a very basic overview of the main ideas and sub-points you plan to address in your speech along with who will be completing each part. Your group will only submit one document (not one per person). This assignment cannot be submitted late.

**GIS Main Idea Skeleton Template**

I. Thesis
   
   II. Main idea 1 (list responsible party’s name here)
      a. One area you intend to discuss
      b. A second area you intend to discuss
      c. A third area you intend to discuss
   
   III. Main idea 2 (list responsible party’s name here)
      a. One area you intend to discuss
      b. A second area you intend to discuss
      c. A third area you intend to discuss
   
   IV. Main idea 3 (list responsible party’s name here)
      a. One area you intend to discuss
      b. A second area you intend to discuss
      c. A third area you intend to discuss

**Here is an example** of the GIS Main Idea Skeleton assignment based on a speech with the thesis, “The Red Cross steps in to help people and communities when disasters happen”:

I. Thesis: The Red Cross is a private organization that helps communities when disasters happen

II. Many problems arise for individuals and communities when disasters happen (Alison)
   a. Infrastructure challenges (roads, power, water access)
   b. Shelter challenges (people’s homes may be damaged or destroyed)
   c. Health problems (hospitals overcrowded or closing, injuries, disease, etc.)
   d. Food shortages
   e. Looting/crime and other challenges (for completeness, you should list other things that happen during disasters but note that The Red Cross is not focused on addressing these concerns)

III. The Red Cross addresses and resolves many of the challenges caused by disasters [note how a-d in III correspond to a-d in II; e should be taken care of in II] (Josephine and Gary)
   a. The Red Cross helps restore infrastructure
   b. The Red Cross provides shelter for those in need
   c. The Red Cross addresses health-care issues caused by the disaster
   d. The Red Cross provides food and water to those in need

IV. How effective is The Red Cross at helping people after disaster strikes? (Pablo)
   a. The Red Cross is successful in a number of areas
   b. The Red Cross’s response in some areas has been less successful [note that you might highlight credible, negative critiques about the group in general here, i.e. how they manage their finances, etc.]

**Group Informative Speech Responsibility List with References**

Before class starts on the day your group is scheduled to deliver their speech, each group will need to upload a GIS Responsibility List to Canvas. This document must identify:

1. Who worked on each main idea (or part thereof)?
2. Who’s presenting each main idea (or part thereof)?
3. Who created which slides?
4. Who provided what resource? (Write each group member’s name next to their reference(s) at the bottom of your document—strive to use APA, MLA, or other format.)

Tip: you might simply modify the GIS Main Idea Skeleton you created previously by adding the information requested here.

**Group Informative Speech Outline**

Collectively, each group will create a detailed, working outline using the format taught in the textbook and discussed in class. In it, you will need to address all of the requirements outlined above as well as the following:

- The outline should be 5-8 pages (not including your references page)
- The outline should include an introduction section, body section, and a conclusion section
- The outline should use only complete sentences
- The outline should include properly cited references (in-text citations) throughout
- The outline should include a references section with at least 4 credible sources—one per group member

The day that your group delivers their group speech, one group member will need to upload a detailed outline to the "Assignment Upload” link in Canvas.

**Detailed Outline Rubric for the Group Informative Speech**

A detailed, working outline requires complete sentences and visual ordination (discussed in class and in the textbook). You will need to write out every single thing that you plan to say in your speech. On the day your group delivers their speech, one of you will need to upload an electronic version of your detailed outline to the "Assignment Upload” link in Canvas (due by 11:59 PM).

<table>
<thead>
<tr>
<th>Outline Criteria (50 points possible)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Introduction and Conclusion (10 pts)</td>
<td></td>
</tr>
<tr>
<td>5. Speech Body/Evidence (Complete Development of Ideas) (20 pts)</td>
<td></td>
</tr>
<tr>
<td>6. Clear Organization and Proper Subordination of Points (10 pts)</td>
<td></td>
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<tr>
<td>7. Inclusion of A) Source Citations in Text and B) a References Section—Be Sure to Follow MLA, APA, or Another Format (5 pts Each, 10 pts Total)</td>
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*Deductions: Your outline should be formatted as discussed in class/the textbook (using proper subordination) and in the syllabus; be 5-8 pages in length plus a references section; and be free of organizational, grammatical, spelling, and punctuation errors (up to 5 points)*

**Group Informative Speech Slideshow**

As a group, you will need to create a slideshow that covers your entire speech with four distinct slides for each individual’s section of the speech. Please do not allow one person to create the slideshow. Instead, work together so that you all understand how to create one for future speeches. Your grade will not reflect the quality of slideshow content or how the slideshow is used—this will happen later in the semester. While it is professional to do so, you do not need to include a “Works Cited” slide. If you do, this will not count as one of the four slides required for each member (because you’ll want to show this slide after you’re done speaking).

*Slideshow Tips:*

- You can use any slideshow software that you wish, so long as you can present it on the college’s computers (most programs will export a "pdf" format if you choose). Test your slideshow using the computers in the library.
- To help you stay on track, include slide numbers on each slide (have your software do this automatically).
- Save your slideshow both in the program’s native format (".pptx") and as a "pdf."
- Bring your slideshow to class on a flash drive and email it to yourself as a back-up.
Group Informative Speech: Individual Rubric

NOTE: Items in bold are worth more points.

A. Organization: __________ (6 points)
   1. The point you are speaking to and/or the point you wish to make is clear
   2. The points you address are logically organized
   3. You don’t speak significantly longer or shorter than any other member (i.e. time is equally divided among all members)

B. Content: __________ (12 points)
   1. You provide at least one spoken reference to a credible source (author and date)
   2. You support your point with well developed details
   3. Your details are specific and engaging
   4. Your details show a sensitivity to your audience
   5. You inform rather than persuade the audience
   6. Your information seems complete, accurate, clear, relevant, and recent

C. Delivery (listed in order of importance): __________ (12 points)
   You demonstrate proficiency with (in order of importance): Eye Contact w/Audience, Vocal Variety, Vocal Projection and Volume, Energy Level/Presence, Limited Verbal Fillers and Dysfluencies, Facial Affect, Speaking Rate, Limited Verbal Clutter, Pronunciation, Articulation, Attire, Posture, Strategic Use of Language & Word Choice, Gestures and Movement, Avoiding Fidgeting, Grammar, Use of Note Cards

X. Deductions: __________ (8 points max.)
   Four distinct slides are required in your section of the speech. Two points will be deducted for each missing slide.

Group Informative Speech: Group Assessment

When assessing your speech for the group grade, I will be considering how effective it is at informing the audience overall: how well you inform the audience on your topic, how well you cover the most important elements of the topic, and how well the topics coordinate with one another. (This is worth 20 points.) I will also be looking at how smoothly the group flows: is the speech “one” speech? Are the transitions effective? Do the bystanders maintain a professional demeanor when not speaking? How smoothly does the group use the technology and handle the inevitable challenges that arise? (This is worth 10 points.) In addition to the positive points earned here, the following deductions may also be applied to your final score.

Group Speech Deductions: __________ (-10 points max)
   • If the speech deviates from 9-12 minutes in length (with a 10 second buffer) 1 point will be deducted for each 10 seconds of deviation (members should speak for 1-3 minutes each, the group will share deductions)
   • A/V clips are no longer than 15% of the speech (1 point will be deducted for every 10 seconds over this)
   • If your overall speech persuades, rather than informs the audience (-5 points)
   • If you have significant technical difficulties (that interrupt or otherwise distract from your speech content)

Finally, be sure that your group uploads the GIS Responsibility List to Canvas (see above) before class starts on the day your group is scheduled to deliver their speech.

Group Informative Speech Self-Evaluation Essay

After you deliver your Group Informative Speech (and again for the other major speeches later in the semester), you will need to write a three-paragraph self-evaluation paper based on your own reflections and the video recording of your speech. This is a short paper (handwritten is ok) in which you are asked to candidly reflect on your speech performance and preparation. Remember that people are often their own worst critics, so don’t be too hard on yourself (and please know that whatever you write here will not influence your grade on either the outline or the speech). I assign this so that you can focus on your own personal growth as a speaker, rather than write an academic paper–take the time and energy
to honestly reflect on your performance. Each of the three paragraphs should have an introductory sentence (worth .5 pts) and include at least three specific details. This paper must be between 400-600 words and be free of grammatical and other writing errors (up to a 5 point deduction from your content score). Papers can either be submitted in person or uploaded to Canvas (electronic documents or clear images of each handwritten page is acceptable).

¶1: Your preparation, outlining, and slideshow creation process (5 points): Write a paragraph in which you discuss, with at least three specific details, the outlining, speech preparation, and slideshow creation process AND how you can improve this process in the future. Ask yourself questions, such as: “Did I have enough material/research? What challenges did I encounter or overcome in organizing my material and preparing my outline? Could I have used my time differently? Did I prepare enough before the speech? Are there things I would do differently at the planning stages next time? Was I happy with my introduction, such as the attention getter, preview/overview, and statement of purpose? For the conclusion, how well did I sum up the speech (what devices did I decide to use) and bring it to a close in the outline?”

¶2: The elements of speech content and delivery that you’d like to improve on (5 points): Write a paragraph in which you discuss, with at least three specific details, those elements in your speech delivery that you could have done better. Discuss how you can improve on one or more of these in the future as well. Focus on specific instances: describe what happened or what was going through your mind, and think of ways that might help you do better in the future. Be sure to make at least one reference to the recording of your speech in your paper (i.e. “from 1:45 to 2:15 I read from my note cards”). This video reference is worth 2.5 points. Refer to the speech rubric if you need guidance.

¶3: The elements of speech content and delivery that you feel successful in (5 points): Write a paragraph in which you discuss, with at least three specific details, the components of your speech delivery that you felt went well. If you struggle with this part, imagine you were a supportive audience member for your own speech—what would you have seen? Be sure to make at least one reference to the recording of your speech in your paper (i.e. “at 3:36 my gesture matched my intonation very well”). This video reference is worth 2.5 points. Refer to the speech rubric if you need guidance.

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For the three major speeches, students will be asked to provide feedback to their colleagues within the POPS Classroom interface. You will do this in two ways: 1) by providing in-depth feedback for your Speech Group members when you review their speeches outside of class, and 2) providing basic feedback for the rest of your colleagues in class immediately after they deliver them. Please see above, “Process/How to Speech Peer Feedback (using POPS Classroom)” for details.

**Speech Evaluation Exercise**

To help you and your colleagues continue to develop your speaking skills, I will be asking you to evaluate a speech in class using the following, simplified rubric. This assignment is worth points and you must be present during the exercise to earn points (i.e. late work will not be possible for this assignment). This grading rubric is divided into lettered categories. Each of these categories will be evaluated based on the presence or absence of the elements listed within it as well as the quality of those elements. The grade in each category should be based on how well the speaker meets the requirements for each element within it. Each element (i.e. “A. 1. The speaker got my attention”) should be marked as follows: F = Not Evident, D=Unsatisfactory, C=Satisfactory, B=Good, and A=Excellent. For the “Overall Grade” and “Overall Quality” (A-E) grades, please use +/- scoring as well (i.e. “B+” or “C”). Your score on this assignment will be based on how closely your scoring matches my own.

**Overall Grade: _________:** Please provide any necessary rationale/comments as well.
A. Introduction

<table>
<thead>
<tr>
<th>Overall Quality:</th>
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<tbody>
<tr>
<td>1. The speaker got my attention</td>
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<tr>
<td>2. The speaker stated the thesis clearly and obviously, defining it if necessary</td>
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</table>

B. Speech Body/Evidence

<table>
<thead>
<tr>
<th>Overall Quality:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evidence was engaging/interesting</td>
</tr>
<tr>
<td>2. Evidence was complete and was sufficiently explained</td>
</tr>
<tr>
<td>3. The speaker was sensitive to the audience’s knowledge and point of view (including opposing views)</td>
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<tr>
<td>4. The speech was logically organized; both main ideas and sub-points coordinated well</td>
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C. Conclusion

<table>
<thead>
<tr>
<th>Overall Quality:</th>
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<tbody>
<tr>
<td>1. The speaker brought the speech to a clear and effective ending</td>
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</table>

D. Delivery

<table>
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<tr>
<th>Overall Quality:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The speaker maintained eye contact with the entire audience throughout the speech</td>
</tr>
<tr>
<td>2. The speaker’s posture appeared confident and comfortable, using natural gestures</td>
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<tr>
<td>3. The speaker did not use fillers and spoke at an appropriate rate</td>
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<tr>
<td>4. The speaker’s voice was dynamic and showed enthusiasm (or otherwise proper tone) for the topic</td>
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</tbody>
</table>

E. Speaking Logistics and Holistic Concerns

<table>
<thead>
<tr>
<th>Overall Quality:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The speaker provided clear and accessible source citations when necessary</td>
</tr>
<tr>
<td>2. The speaker used obvious, effective transitions (between introduction, main ideas, and conclusion)</td>
</tr>
<tr>
<td>3. The speaker’s energy level and tone were appropriate to situation &amp; topic</td>
</tr>
</tbody>
</table>

Speech Evaluation Quiz

To demonstrate that you adequately understand the basics requirements for effective speech content and delivery, I will be asking you to evaluate a speech in class using a basic rubric (similar to the one we used for the Speech Evaluation Exercise). This assignment is worth points and you must be present for the quiz to earn points (i.e. late work will not be possible for this assignment).

Persuasive Speech

The Persuasive Speech is the culmination of your development as a public speaker this semester. In this 7-10 minute speech you will persuade your audience to think differently or do something about an issue you care about. Past students have spoken about voting for a particular candidate or proposition, starting a savings account, traveling abroad, or taking action to solve a community problem (see more under "Speech Topics" on the CRP). The Persuasive Speech itself involves three separate parts: 1) the creation of a complete, typed detailed outline (see Detailed Speech Outline Rubric), 2) the delivery of a speech based on that outline, and 3) the use of a slideshow that you create to complement your speech (more on that below). Your speech and outline will need to follow the problem (cause) solution pattern and must include a minimum of 3 sources to better support or validate your speech/outline. You must refer to these sources within the content of your speech and outline and in a references section provided at the end of your outline.

As far as topics go, the more substantive it is, the easier it will likely be to find evidence and compose your speech (i.e. “become a vegetarian” versus “eat sushi.”). In terms of appropriateness, an inappropriate topic would be “getting young people to party.” While you may be solving the problem of bored teenagers, you’d probably be creating a whole lot more! I encourage you to take on unconventional problems/solutions, but you must do so in a way that does not promote or condone illegal or violent behaviors. An appropriate topic in this area might be “a few fun activities young people should do instead of partying.”

When delivering your speech, you can simply persuade us, a community college class, or you can present to the class as if we were the intended audience that you will be delivering this speech to outside of class. (Be sure to tell the class who...
we “are” before you begin your speech so that we can strive to listen from that point of view. You can earn up to 15 points of extra credit if you provide me with a video of your presentation to your target audience outside of class.)

The following elements are very important and thus involve severe point deductions if they aren’t met:

- You will need to provide at least one concession or counter-argument in your speech—I recommend you include this when it arises in your content, so you may even include one in your introduction. Basically, any time that your audience may think to themselves, “I disagree with that!” is a place where you want to share a counter-argument or concession. Remember, you want to invite them to listen to you by showing them that you care about their point of view and have tried to understand it. If your speech lacks a counter-argument or concession, your final score will be penalized 10 points.
- If there are no sources present (either stated in your speech or written on your slides), your final score will be penalized 10 points.
- When presenting your speech, if you read most of your speech from your note cards or outline, your final score will be penalized 10 points.

**Slideshow for the Persuasive Speech**

Each of you must create and use a digital slideshow in your Persuasive Speech (using PowerPoint, Keynote, Adobe PDF, Prezi—[http://prezi.com/](http://prezi.com/), Google Slides—[http://www.google.com/slides/about/](http://www.google.com/slides/about/), etc.). I will ask you to upload these separately in POPS Classroom (from within Canvas) prior to delivering your speech. Your slideshow content should go hand-in-hand with your speech. Practicing with it beforehand will ensure that this is the case, and it will also help you be more comfortable with it. A PowerPoint slideshow template is available on the CRP.

NOTE: this is the only slideshow that I will be grading for quality of content and appearance, etc.

**Create Persuasive Speech Audience Survey**

Before preparing your outline and speech, you will need to create an online survey (3-5 questions) to gain a better understanding of your audience’s position and awareness of your speech topic. Once you draft, revise, and finally create your survey using an online service (please see “Group Informative Speech Audience Survey” above for helpful tips), you will need to provide a link to it via Canvas so that your colleagues can access it. To do that, go to “Discussions” and click on the forum titled “Student Surveys for the Persuasive Speech.” Once you’re there, reply to the existing thread. In your reply, state what your survey is about (or simply give it a name) and paste a link to your survey. After you’ve completed these steps, verify that the link you entered actually takes students to the survey page (and not to your account or some other page).

**NOTE:** You may submit this assignment late with penalties, but you are likely to receive fewer responses.

**Respond to Persuasive Speech Colleague Surveys**

You must respond to at least 20 of your colleague’s surveys as well (by a separate due date—see the syllabus). To earn points for this, you must copy and paste each of the survey links you followed/took into a document (and please be sure to number each survey separately and if you complete additional surveys, please include them in a separate list). You will need to turn this completion document in via Canvas under the “Assignment Upload” link. (You can earn .5 points of extra credit for each additional survey that you take—please include these under a separate heading.)

**NOTE:** This assignment cannot be completed late.

**Persuasive Speech Outline Best Draft and Editing Workshop**

In the days before you deliver your speeches, you will have an opportunity to workshop your speech and outline with your group members. Your group can choose to work face-to-face or remotely, so long as everyone is able to access their colleagues’ outlines via Canvas/POPS Classroom. These workshops will give you time to revise and improve your outline within your group before practicing and delivering your speech. On the day of the workshop, be sure that you have completed the best draft of a detailed outline that you can produce on your own—think of this as your final draft. This way, your group can help you improve your speech in ways that you haven’t thought of, rather than working on basic issues that you could resolve without their input. Having such a developed outline will also give you the freedom to look at higher-level concerns, such as identifying the best examples, the most effective word choice, and delivery strategies.
To participate in the workshop, you'll need to export your outline from POPS Classroom as a PDF and then upload it to the appropriate assignment in Canvas (i.e. "Persuasive Speech Outline Editing Workshop"). I'll walk everyone through how to participate in the workshop (i.e. give your group members feedback) beforehand.

- Students can earn up to 20 points for uploading their outline in Canvas by the due date: 15 points for the completeness of the outline, and 5 points for including your references and/or your in-text citations (typed and in the proper format). Note that you'll need to include both of these in the final draft.
- Students can earn up to 10 points for their efforts in the editing workshop (i.e. providing feedback to each of their colleagues). Full credit can be earned by providing specific, thorough, and thoughtful feedback—you might use the speech and outline rubrics to guide you. Students will only be responsible for reviewing outlines submitted by the due date—although it would be nice, if you have time, to review any late submissions as well.

**Please note:** If you can’t upload your outline by the due date, you can still earn half credit for late work but recognize that you may not give your colleagues’ enough time to provide you with feedback to improve your speech and outline.

**Detailed Outline for the Persuasive Speech**

On the day you deliver your Persuasive speech, you will need to upload an electronic version of your detailed outline to the "Assignment Upload" link in Canvas (due by 11:59 PM). Be sure that you review the speech and outline rubrics so that you meet all of the requirements. The difference between a detailed, working outline and a speaking outline is that the latter only requires as much information as the speaker needs to jog their memory. For the outline that you submit to me, you will need to provide notes or commentary for every single thing that you plan to say in your speech.

<table>
<thead>
<tr>
<th>Outline Criteria <em>(50 points possible)</em></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction and Conclusion (10 pts)</td>
<td></td>
</tr>
<tr>
<td>2. Speech Body/Evidence (Complete Development of Ideas) (20 pts)</td>
<td></td>
</tr>
<tr>
<td>3. Clear Organization and Proper Subordination of Points (10 pts)</td>
<td></td>
</tr>
<tr>
<td>4. Inclusion of A) Source Citations in Text and B) a References Section—Be Sure to Follow MLA, APA, or Another Format (5 pts Each, 10 pts Total)</td>
<td></td>
</tr>
<tr>
<td><strong>Deductions:</strong> Your outline should be formatted as discussed in class/the textbook (using proper subordination) and in the syllabus; be 5-8 pages in length plus a references section; and be free of organizational, grammatical, spelling, and punctuation errors (up to 5 points).</td>
<td></td>
</tr>
<tr>
<td><strong>Total Score:</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Persuasive Speech Rubric**

This grading rubric is divided into lettered categories. Each of these categories will be evaluated based on the presence or absence of the elements listed within it as well as the quality of those elements. Specific speech elements written in italicized bold are more weighted point-wise, with those in bold being less weighted, and those in standard font being least weighted. Your grade in each category will be based on how well you meet the requirements for each element within it. Each element will be marked on the following spectrum (with corresponding point values based roughly on the percentages that follow):

- Not Evident (33%), Unsatisfactory (65%), Satisfactory (75%), Good (88%), and Excellent (100%)

<table>
<thead>
<tr>
<th>A. Introduction</th>
<th>16 pts possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Started with attention getter (rather than your name, “um,” “ok,” etc.)</td>
<td>2 pts</td>
</tr>
<tr>
<td>2. Attention getter content and delivery</td>
<td>3 pts</td>
</tr>
<tr>
<td>3. Stated the thesis (clearly and obviously, defining it if necessary)</td>
<td>3 pts</td>
</tr>
<tr>
<td>4. Reason to listen (WIIFM)</td>
<td>2 pts</td>
</tr>
<tr>
<td>5. Speaker credibility</td>
<td>2 pts</td>
</tr>
<tr>
<td>6. Preview of points</td>
<td>2 pts</td>
</tr>
<tr>
<td>7. Avoided unnecessary details in intro (besides attention getter)</td>
<td>2 pts</td>
</tr>
</tbody>
</table>
## B. Speech Body/Evidence  
| Evidence was specific                                                                 | 3 pts |
| Evidence was clear                                                                   | 1.5 pts |
| Relevance of evidence was made clear                                                 | 1.5 pts |
| **4. Breadth: Evidence was complete and/or thorough**                                 | 4.5 pts |
| **5. Depth: Evidence was sufficiently explored and explained**                       | 4.5 pts |
| **6. Source citations in speech (were accessible and provided when necessary)**       | 4 pts |
| **7. Evidence seemed accurate, credible, and recent**                                 | 3 pts |
| Evidence was engaging, including a variety of the following: statistics, specific    | 3 pts |
| examples/anecdotes, narratives, facts, testimony, engaging information               |       |
| **9. Quality of concession/counter argument**                                         | 3 pts |

## C. Conclusion  
| Clear transition into conclusion                                                      | 1.5 pts |
| Reviewed main points                                                                  | 2.4 pts |
| **3. Restated thesis**                                                                 | 3 pts |
| **4. Closing device/clincher content and delivery**                                   | 3 pts |

## D. Delivery  
| Attire (appropriate to situation)                                                     | 2.25 pts |
| Articulation                                                                          | 1.5 pts |
| **3. Direct language (limited verbal clutter)**                                       | **2.25 pts** |
| Facial affect                                                                         | 1.5 pts |
| **5. Eye contact**                                                                    | 3 pts |
| Gestures and movement (Fidgeting behaviors were avoided)                              | 1.5 pts |
| Grammar and word choice (i.e. strategic language)                                     | 1.5 pts |
| Posture is confident and comfortable (no slouching or leaning)                        | 1.5 pts |
| Pronunciation                                                                        | 1.5 pts |
| **10. Speaking Rate**                                                                 | **2.25 pts** |
| **11. Use of note cards, outline, or other mnemonic device(s)**                      | **1.5 pts** |
| **12. Verbal fillers and dysfluencies (were avoided)**                                | 2.25 pts |
| **13. Vocal Projection and Volume**                                                    | 1.5 pts |
| **14. Vocal Variety**                                                                 | 3 pts |

## E. Speaking Logistics & Holistic Concerns  
| Clarity of speaker’s overall message                                                 | 2.25 pts |
| Logical organization and continuity of main ideas and sub-points                     | 2.25 pts |
| Obvious, effective transitions (between introduction, main ideas, and conclusion)    | 1.5 pts |
| **4. Sensitivity to the audience’s knowledge and point of view (including opposing views)** | 2 pts |
| Energy level and tone (engaging and appropriate to topic), which is complemented by #6 | 1.5 pts |
| Connected with the audience (through nonverbals and/or verbals), which is complemented by #5 | 1.5 pts |
| **7. Ethos (character and credibility)**                                             | 3 pts |
| **8. Pathos (emotional appeals)**                                                    | 3 pts |
| **9. Logos (logic and reasoning)**                                                   | 3 pts |
Deductions will be made to your final, overall score for the following:

- If the speech deviates from 7-10 minutes in length (with a 10 second buffer) 1 point will be deducted for each 10 seconds of deviation (-10 max)
- A/V clips are no longer than 15% of the speech (1 point will be deducted for every 10 seconds over this)
- If there are no concessions or counter arguments, 10 points will be deducted
- If there are no sources present (in the speech or slideshow), 10 points will be deducted
- If you read most of your speech from your note cards or outline, 10 points will be deducted.

Persuasive Speech Slideshow Rubric

This grading rubric is divided into lettered categories. Each of these categories will be evaluated based on the presence or absence of the elements listed within it as well as the quality of those elements. Each of the specific elements will either be in italicized bold, bold, or standard font. Elements written in italicized bold are more weighted point-wise, with those in bold being less weighted, and those in standard font being least weighted. Your grade in each category will be based on how well you meet the requirements for each element within it. Each element will be marked as follows (each with corresponding point values): Not Evident, Unsatisfactory, Satisfactory, Good, and Excellent.

<table>
<thead>
<tr>
<th>Slideshow A. Quality of Slides and Slideshow as a Whole (10 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Slides/aids are engaging and straightforward: content and transitions are limited and not distracting</td>
</tr>
<tr>
<td>2. Information on slides/aids is clear and complements the speech content</td>
</tr>
<tr>
<td>3. Aids are visually appealing and show a sensitivity to the audience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Slideshow B. Use/Delivery of Slides and Slideshow as a Whole (10 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Spoke to your audience, not to the slides</td>
</tr>
<tr>
<td>2. Displayed slides/audio visual aids only while discussing them</td>
</tr>
<tr>
<td>3. Used slides when necessary and explained visuals effectively and concisely (when necessary)</td>
</tr>
<tr>
<td>4. Moved smoothly from one slide to the next, including between AV clips</td>
</tr>
<tr>
<td>5. Demonstrated comfort with your slides/audio visual aids (you didn’t seem surprised by their content)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Slideshow C. Appearance/Formatting of Slides and Slideshow (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grammar, punctuation, spelling, and formatting are professional</td>
</tr>
<tr>
<td>2. Size and contrast of details are easy to read/see</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Slideshow Requirements (Deduction up to 5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Slideshow includes a minimum of 5 slides with information and/or graphics</td>
</tr>
<tr>
<td>2. Uses a limited number of fonts and font sizes</td>
</tr>
<tr>
<td>3. If used, video and audio aids are clear &amp; use a proper volume</td>
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</tbody>
</table>

Persuasive Speech Self-Evaluation Essay

After you deliver your Persuasive Speech, you will need to write a three-paragraph self-evaluation paper based on your own reflections, the recording of your speech, and the evaluations from your colleagues. This is a short paper (handwritten is ok) in which you are asked to candidly reflect on your performance and preparation for this speech. Since this is the final reflection essay, I would also like you to consider your development as a speaker over the course of the semester in each of the three paragraphs (this is worth 5 points). Remember that people are often their own worst critics, so don’t be too hard on yourself (and please know that whatever you write here will not influence your grade on either the outline or the speech). I assign this so that you can focus on your own personal growth as a speaker, rather than write an academic paper—take the time and energy to honestly reflect on your performance. Each of the three paragraphs should have an introductory sentence (worth .5 pts) and include at least three specific details. This paper must be between 500-800 words and be free of grammatical and other writing errors (up to a 5 point deduction from your content score). Papers can either be submitted in person or uploaded to Canvas (electronic documents or clear images of each handwritten page is acceptable).

1: Your preparation, outlining, and slideshow creation process (5 points): Write a paragraph in which you discuss, with at least three specific details, the outlining, speech preparation, and slideshow creation process. In addition, discuss how this has developed or changed over the course of the semester AND how you can improve this process in the future. Ask yourself questions, such as: “Did I have enough material/research? What challenges did I encounter or overcome in organizing my material and preparing my outline? Could I have used my time differently? Did I prepare enough...
before the speech? Are there things I would do differently at the planning stages next time? Was I happy with my introduction, such as the attention getter, preview/overview, and statement of purpose? For the conclusion, how well did I sum up the speech (what devices did I decide to use) and bring it to a close in the outline?” Be sure to briefly discuss your development in this area over the course of the semester as well.

¶2: The elements of speech delivery that you’d like to improve on (5 points): Write a paragraph in which you discuss, with at least three specific details, those elements in your speech delivery that you could have done better. In addition, discuss how this has developed or changed over the course of the semester. Discuss how you can improve on one or more of these in the future as well. Focus on specific instances: describe what happened or what was going through your mind, and think of ways that might help you do better in the future. Be sure to make at least one reference to the recording of your speech in your paper (i.e. “from 1:45 to 2:15 I read from my note cards”). This video reference is worth 2.5 points. Refer to the speech rubric if you need guidance. Be sure to briefly discuss your development in this area over the course of the semester as well.

¶3: The elements of speech delivery that you feel successful in (5 points): Write a paragraph in which you discuss, with at least three specific details, the components of your speech delivery that you felt went well. In addition, discuss how this has developed or changed over the course of the semester. If you struggle with this part, imagine you were a supportive audience member for your own speech—what would you have seen? Be sure to make at least one reference to the recording of your speech in your paper (i.e. “at 3:36 my gesture matched my intonation very well”). This video reference is worth 2.5 points. Refer to the speech rubric if you need guidance. Be sure to briefly discuss your development in this area over the course of the semester as well.

Persuasive Speech Peer Feedback
For the three major speeches, students will be asked to provide feedback to their colleagues within the POPS Classroom interface. You will do this in two ways: 1) by providing in-depth feedback for your Speech Group members when you review their speeches outside of class, and 2) providing basic feedback for the rest of your colleagues in class immediately after they deliver them. Please see above, “Process/How to Speech Peer Feedback (using POPS Classroom)” for details.

Class Participation
You can earn 4 points per hour/meeting based on your active, engaged presence in class. For regular weeks, this amounts to 8 points per week. (3 hour classes count as two meetings, and are thus worth 8 points.) Class participation grades will be tallied twice during the semester—at the middle and again at the end.

Speech Day Deductions: Because speeches require a respectful audience, students who miss class on a major speech day (the Group Informative, Process, or Persuasive Speeches) will automatically lose 10 participation points (20 points for 3 hour classes). As stated in Syllabus B, however, you will not be penalized if this is your first or second absence. Also, students who engage in distracting behavior during any speech will also lose 5 points per offense (this because I want to ensure a positive and supportive environment for all of our speakers). The following is a list of some distracting behaviors you should avoid during a speech, but it is not exhaustive (Please see Syllabus Part B for more information):

- Leaving your seat (if you must use the restroom, do so between speeches)
- Using an electronic device (without prior permission) or your device makes an audible noise
- Walking into the classroom
- Communicating with a classmate (not the speaker)

Extra Credit
Students can earn up to 25 points of extra credit over the course of the semester by participating in a number of activities, including visiting a writing tutor. Please see the complete “Course Guidelines” document for detailed information on XC opportunities.

Miramar College Honors Contract
If you are interested in taking this course for honors credit, please see me within the first two weeks of class.

The goal of this contract is to stimulate and enrich the teaching/learning experience for both faculty and students by incorporating a number of the following Honors attributes (each presumes a comparison to a regular, non-honors course). In order for a student to earn Honors Credit in this course, honors students must satisfy the following contract items listed below in bold in addition to those listed in the addendum that follows. Honors students must also demonstrate proficiency with the other, non-bolded items listed below. Although your point totals will differ (due to the additional assignments listed in the addendum), grade and percentage correlations are unchanged for honors students (see Syllabus Part B). All items below have been selected from the Miramar College Honors Contract.

1. Higher degree of student participation and involvement in the class
2. Higher standards of performance than expected of regular students
3. More advanced supplemental reading, especially of primary sources
4. More opportunities for student presentations to class or campus audiences
5. More opportunities for research, particularly when student-conceived
6. Use of resources or consultants from beyond the campus itself, such as university libraries or interactions with business or industry personnel
7. Opportunities for publications or public presentation of work, such as the Honors Research Symposium
8. Integration of concepts and information from a variety of sources and experiences, particularly in cross or interdisciplinary contexts

Honors Students Must Complete the Following:

**Honors Presentation**
Honors students in this course will be expected to complete a unique research project based on the topic of their choice that will culminate in a speech outline, speech, and slideshow presentation. You will need to meet and share your work with me and other honors students during the semester. You will present your finalized speech to the class.

Evaluation criteria are based on the rubrics used in COMS 103, but note that the scoring on these honor’s level materials will be more rigorous.

**Planning and Drafting**

**Proposal Email:**
By Friday at 11:59 PM in Week 11, you will need to have emailed me a description of your proposed speech topic. Identify your rhetorical purpose (informative or persuasive) and briefly explain the proposed content of your speech—this can be brief or is subject to change as you may not have started researching your topic at this point. I will respond to your email either approving your topic or asking you to make some changes and follow up with me.

**Draft Email:**
By Monday at 11:59 PM in Week 16, you will need to have met with at least one other honors student to provide and receive substantive feedback on each other’s polished outlines. You can meet virtually or in person, but I will need to see evidence that you reviewed one speech/outline and that your speech/outline was reviewed by at least one other person. To do that, use MS Word and turn on “Track Changes” under the “Review” tab and then email your document to your colleagues. Any comments or edits they make will show up in red. Please send me an email with the two attachments (the outline you reviewed and the copy reviewed by your colleague).

**The Final Product**

**In-Class Presentation:** During the last week of class, most likely during our final class meeting, you will be asked to present your work to the class. Your speech must fall between 8-10 minutes in length.

**Outline:** Your outline must be 5-8 pages, typed, and emailed to me in an acceptable format (see Syllabus B) by 11:59 PM on the day you deliver your speech. You must use a minimum of 5 credible sources.

**Slideshow or Comparable Visual Aid:** Provide a visual aid to complement your speech. You can choose to create a PowerPoint (or similar) presentation or your own physical/hand-made visual aids.

**Assessment**
Your grade in the course will be based on your cumulative, total scores on the assignments listed in the regular syllabus for the course in addition to the following honors assignments. You will be given feedback and scores on your work, but the points for these assignments will be tallied outside of Canvas at the end of the semester.
List of Assignments*:
1. Proposal Email: 10 points
2. Draft Email: 20 points
3. Outline: 50 points
4. Slideshow or Comparable Visual Aid: 20 points
5. In-Class Presentation: 100 points

**NOTE**: Once you are enrolled to the Honors course, you cannot return to the regular course (and you will receive a score on each of the Honors Assignments).