Course Description: Theory and Practice in oral communication. Practice in and discussion of the factors influencing message creation and construction, the role of research and evidence in public discourse, adaptation to the communication situation and audience, ethical issues in public communication, argumentation and persuasion, delivery, and emphasis upon creation assignments which help students who experience excessive communication apprehension.


Student Learning Outcomes
1. Understand, analyze, and practice effective and ethical oral communication in forms and styles appropriate for various situations, purposes and audiences they serve.
2. By the end of the course the student will be able to understand and to demonstrate speakers’ ethical responsibilities (e.g., to be well-informed, to present all the relevant facts, to accept responsibility for what is said, to present messages in such a way as to allow the listeners to react rationally, to let other side be heard). (Personal Responsibility). This will be assessed through observation and embedded test questions.
3. Strengthen critical thinking skills through developing and presenting strong public presentations.

SPEECH REQUIREMENTS:
You will construct and deliver a total of 4 significant speeches (there will be other less significant speeches):
   1. 2 informative speeches (including 1 panel speech)
   2. 2 persuasive speeches

Speech dates (and group assignments) will be given on/around the second day of classes. You are responsible for delivering your speech on the day(s) assigned to you. Students who are not able to deliver speeches on their assigned day(s) and provide a legitimate excuse prior to the speech day, may have the opportunity to give the speech at a later date. It is up to the instructor’s discretion what constitutes a legitimate excuse, i.e. opportunities to make-up speeches are generally limited to university-sponsored activities, to emergencies involving unforeseeable and/or potentially life-threatening injuries, or documented (Physician’s note) illness. Students who miss a speech day under any other scenario or fail to notify the instructor PRIOR to their assigned speech time will receive an automatic zero.

NOTE: It is not always possible for all the scheduled speeches to be presented on the assigned day. In this case, BE PREPARED TO SPEAK THE FOLLOWING CLASS PERIOD IF NECESSARY.

STUDENT RESPONSIBILITIES
1. Arrive on time to class. Arriving late is distracting and disruptive and will be considered a tardy. Two tardies will be considered an absence.
2. If you arrive late during a speech, do NOT enter the classroom. Wait by the door and enter only at the end of the speech.

3. **Electronic devices (i.e. cell phones, laptops, iPods, etc) MUST be turned off and put away during class time unless being used as part of class discussion/participation.**

4. Listen attentively to the speeches of your classmates. **Do not text message, talk with other students, read other material, do homework for other classes, etc.** Show your classmates the same courtesy and attention you expect from them when you are speaking.

5. If you miss a class, it is your responsibility to get all handouts, notes, and assignments from that day.

6. Be in class without fail on days when you are assigned to speak. Being absent will throw off the speaking schedule and will result in a grade of **ZERO** for that speech.

7. I reserve the right to ask any student to leave the classroom if that student is exhibiting any type of disruptive behavior. The definition of what constitutes disruptive behavior is at my discretion.

**ASSIGNMENT POLICY:**

1. Assignments will be given throughout the semester. Students are responsible for all course materials, including, but not limited to, class lectures, handouts, workbook, and textbook reading assignments.

2. All speech topics are subject to the instructor’s approval and must be approved by me by the deadline given.

3. Assignments and due dates may be changed at the instructor’s discretion with fair notice to students.

4. Students must complete all assignments in order to pass the course. This does not mean that merely completing all assignments guarantees the student will pass the course.

5. Unless otherwise specified, assignments are due at the beginning of class.

6. No assignments are to be e-mailed unless specified by your instructor. Only **HARD COPIES** accepted.

7. **ALL PAPERS (i.e., outlines, other class assignments) MUST BE TYPED OR WORD-PROCESSED USING THE FORMAT REQUIRED FOR THE ASSIGNMENT.**

8. Multiple pages MUST be stapled together. It is your responsibility to see this is accomplished. No, a bobby pin is not the same thing as a staple!

9. **SPELLING, GRAMMAR, AND NEATNESS COUNT!** If I can’t read it, it’s wrong!

**LATE ASSIGNMENTS:**

**Late assignments will not be accepted.** Assignments are due at the beginning of the class period on the date specified.

**TESTS:**

You will take three (3) exams. **You will NOT need a Scantron.**
**QUIZZES:**
Quizzes from the chapter readings and/or lecture could be given at any time during the semester. If you are current with your reading assignments and have been paying attention in class, these are an easy way to improve your grade! Quizzes will be 5% of your total grade.

**PARTICIPATION:**
Active, positive participation is important in a speech class. Participation is measured, in large part, through your attendance. Participation is also measured by the degree of attentiveness you give to your classmates’ speeches. Finally, participation is measured by your consistent attempt at contributing meaningfully to class discussions. In cases where the achievement of a letter grade is in the balance (within .1 to .5), this latter measure of participation **WILL MAKE THE DIFFERENCE.** This is not an “automatic” 5 points, either. A “rough” guide as to how I calculate your participation is as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 pts</td>
<td>never showed up</td>
</tr>
<tr>
<td>1 pt</td>
<td>- Always absent and never spoke up</td>
</tr>
<tr>
<td>2 pts</td>
<td>- Frequently absent and rarely spoke up</td>
</tr>
<tr>
<td>3 pts</td>
<td>- Some absences, occasionally spoke up</td>
</tr>
<tr>
<td>4 pts</td>
<td>- Few absences, frequently spoke up</td>
</tr>
<tr>
<td>5 pts</td>
<td>- Rarely absent, frequently spoke up, and contributed meaningfully to class discussions</td>
</tr>
</tbody>
</table>

**ATTENDANCE:**
Attendance is necessary in this class. **Two (2) absences are allowed** – this includes university-sponsored activities, serious illness requiring a doctor’s attention, attending the funeral of a family member, religious observances, significant child care needs, etc. A **third (3) absence will lower your final grade by 5 percentage points.** A **fourth (4) absence will lower your grade by 10 percentage points.** Students who have **five (5) or more absences will receive an automatic F for the course.**

This does not mean that you can skip class four times and then have a doctor’s note for your fifth absence and not lose any points. The four “allowed” absences are for doctor’s visits, emergencies, funerals, etc.

Be familiar with the university’s drop policy. Students who anticipate being absent from class due to university-sponsored activities should inform the instructor by the second class meeting. **If a student must be absent the day an exam/speech/assignment is scheduled, he/she must notify the instructor BEFORE class time.** No make-up tests or speeches will be allowed if the instructor is not given a legitimate excuse **BEFORE the time of the exam or presentation.** Finally, an attendance sheet distributed at the beginning of class will record your attendance. **You are responsible for signing your name on this sheet.** At the end of the semester all questions concerning your attendance will be answered by recourse to this sheet. **If you don’t sign it, you’re absent.** Signing in for your friends is an excellent way to start your Summer Break early! (Automatic F and possible suspension/expulsion)

**GRADES:**
Final grades are awarded as follows:

- **A** = 90-100%
- **B** = 80-89.99%
- **C** = 70-79.99%
- **D** = 60-69.99%
- **F** = below 60%

**Major Requirements, Points, & Grade % Approximations (Total: 885)**

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personal Culture Informative Speech/Outline</td>
<td>100 pts.</td>
<td>11%</td>
</tr>
<tr>
<td>2</td>
<td>Informative Panel Speech</td>
<td>100 pts.</td>
<td>11%</td>
</tr>
</tbody>
</table>
3. Informative Panel Speech Teamwork 50 pts. 6%
4. Persuasive Speech/Outline #1 125 pts. 14%
5. Persuasive Speech/Outline #2 150 pts. 17%
6. Listening 50 pts. 6%
7. Quizzes 30 pts. 3%
8. Participation 30 pts. 3%
9. 3 Test
   a. Test 1 75 pts. 8%
   b. Test 2 75 pts. 8%
   c. Final Exam 100 pts. 11%

ETHICS and PLAGIARISM: (speeches and related materials)
In this course it is unethical to use as your own, a speech or speech outline prepared, in whole or part, by someone other than yourself. It is unethical to abstract a speech primarily or completely from a magazine article -- or any other source -- and pass it off as your own work. Sources used should be credited in the outline and in the speech. The best speeches do not rely heavily upon a single source, but instead represent ideas formulated from several sources (Don’t put all of your eggs in one basket).

PLAGIARISM, the intentional or unintentional misrepresentation of another's ideas or language as your own, is intellectual theft. Plagiarism at the University of Texas at Tyler is subject to severe penalties, including automatic course failure, academic suspension, and expulsion from the University. I will deal with suspected cases of plagiarism swiftly and without prejudice. When in doubt, err on the side of caution. It’s better to “over-cite” than to plagiarize. The discovery and prosecution of plagiarism does not recognize "accidental" or "inadvertent" explanations as a legitimate defense against intellectual theft. The rule to follow: AVOID THE VERY APPEARANCE OF PLAGIARISM!

CHEATING (tests)
Any student or group of students providing evidence of any kind which even remotely suggests an individual or shared intent to solicit answers from, between, or among one or more students will result in the immediate removal from class of all relevant and/or potentially relevant parties. Pending further investigation, said parties are subject to the forfeiture of all points which otherwise may have been accumulated for that test. In addition, all participation points, potentially or actually accumulated, will be considered null and void. The rule to follow: AVOID THE VERY APPEARANCE OF CHEATING!

STUDENT CONDUCT AND DISCIPLINE
Sections on Academic Dishonesty
Sec. 8-304. Scholastic Violations
a. When a faculty member has reason to suspect that a student has violated university regulations concerning scholastic dishonesty, the faculty member may refer the case to the dean* who shall proceed under section 8-301, or meet with the student(s) involved and discuss the alleged violation and the evidence that supports the charge. After conferring with the student, the faculty member may dismiss the allegation or proceed under subsection (b) or (c).
b. In any case where a student accused of scholastic dishonesty does not dispute the facts upon which the charges are based and executes a written waiver of the hearing procedures, the faculty member may assess an academic penalty pursuant to section 8-503, and shall inform the student of such action in writing, and report the disposition of the incident to the dean. The dean may summon the student for consideration of an additional disciplinary penalty.
c. In a case where a student accused of scholastic dishonesty disputes the facts upon which the charges are based, or chooses not to waive the right to a hearing before a hearing officer, the faculty member shall refer the matter to the interim dean of students who shall then proceed under section 8-301.

d. A student may appeal the decision of a faculty member under subsection(b) by giving written notice to the interim dean of students within fourteen days from the date on which the decision was announced. The appeal is conducted in accordance with subchapter 8-600. The appeal is restricted to the issue of penalty, and no transcript shall be required.

*Dean in this section refers to the Dean of Student Affairs

Sec. 8-503. Authorized Academic Penalties

a. A faculty member, under section 8-304, or the dean of students or hearing officer may impose one or more of the following penalties for scholastic dishonesty:

1. written warning that further scholastic violations may result in a more severe penalty;
2. no credit or reduced credit for the paper, assignment, or test in question;
3. retaking of examination or resubmission of assignment;
4. failing grade or reduced final grade for the course.

b. The dean of students, with approval of the student's academic dean, may assign an academic penalty for violation of a university regulation concerning scholastic dishonesty to a student who fails without good cause to comply with subsection 8-302(c) or subsection 8-403(e).

c. A student who is in violation of a university regulation concerning scholastic dishonesty may also be subject to one or more of the penalties in section 8-501.

Sec. 8-802. Scholastic Dishonesty

a. The dean or a faculty member may initiate disciplinary proceedings under section 8-300 against a student accused of scholastic dishonesty.

b. "Scholastic dishonesty" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act.

1. "Cheating" includes, but is not limited to:

A. copying from another student's test paper; using during a test materials not authorized by the person giving the test;
B. failing to comply with instructions given by the person administering the test;
C. possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test;
D. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
E. collaborating with or seeking aid from another student during a test or other assignment without authority;
F. discussing the contents of an examination with another student who will take the examination;
G. divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;
H. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
I. paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
J. falsifying research data, laboratory reports, and/or other academic work offered for credit;
K. taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
L. misrepresenting facts, including providing false grades or résumés, for the purpose of obtaining an academic or financial benefit for oneself or another individual or injuring another student academically or financially.

2. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

3. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

4. "Falsifying academic records" includes, but is not limited to, altering or assisting in the altering of any official record of the university or the University of Texas System, the submission of false information or the omission of requested information that is required for or related to any academic record of the university or the University of Texas System. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

MISCELLANEOUS GUIDELINES:
1. I respect all of my students’ views and I want you to deliver speeches that you are interested in and passionate about. However, I reserve the right to censor your speech topics on the basis of, but not limited to: patently offensive/inflammatory content, illegal or potentially dangerous content, or material that is too trivial for a college level course.

2. LANGUAGE: It is inappropriate in this course to use obscene language, or gestures, tell off-color jokes, or allude to sexual references which may be demeaning or offensive. To this extent, please be careful of what you say and how you say it.

3. Disrespectful behavior toward the instructor or other class members will not be tolerated. Such behavior will result in the removal of the student from the classroom and pursuit of appropriate disciplinary action.

4. Please do not start “packing up” all of your books, notes, etc. prior to my dismissing you. This is disruptive to me and disruptive to your fellow students who may be giving a speech. I will do my best to have you out of class on time.

The University of Texas at Tyler General Guidelines
Please follow the link below to access the university’s general policies.
http://www2.uttyler.edu/mopp/documents/1GeneralPolicies.pdf
SPCM 1315 Fundamentals of Speech Communication
Personal Culture Informative Speech
(COMMUNICATION: ORAL, WRITTEN, VISUAL; CRITICAL THINKING; GLOBAL AWARENESS)

**Rationale:** One of the goals of higher education is to recognize and illustrate existing diversity on college campuses. One of the ways to illustrate this concept as well as help students realize the rich variety all around them is for students to share aspects of their own culture. This also provides a framework to limit the choices for a speech on objects, history, or values, etc.

**Assignment:** Each student will conduct a self inventory to identify some aspect of their family’s culture: traditions, artifacts, etc. Then the students will narrow their speech topics and conduct research to position their speech in the context of their family history and the larger cultural context. The requirements include:

1. A preparation and a speaking outline with defined introduction, conclusion and connectives.
2. Clear organization.
3. A visual aide or set of visual aides which help clarify the speech content.
4. A bibliography in APA format with a minimum of three (3) sources.
5. Notecards (if applicable)

**Grading:** Each speech can earn a total of 100 points:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Content</td>
<td>30</td>
</tr>
<tr>
<td>Outline</td>
<td>10</td>
</tr>
<tr>
<td>Bibliography</td>
<td>10</td>
</tr>
<tr>
<td>Delivery</td>
<td>40</td>
</tr>
<tr>
<td>Visual Aide</td>
<td>10 points</td>
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<tr>
<td></td>
<td>100</td>
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</tbody>
</table>

**Timing:** the time limit for this speech is 3 to 5 minutes. Timing continues to be important. For this speech, each student will be given 5 seconds of grace if they go below the time limit and 15 seconds above the time limit. After that points will be deducted for each second below or above the limit.
**Grading scale**: Exceeds expectations 90-100%; Meets or mildly exceeds minimum expectations 75-89%; Does not meet minimum expectations 50-74%

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Topic: __________________________</th>
</tr>
</thead>
</table>

**Introduction (content):**
- Attention Getter
- Relevance to Audience
- Thesis/Preview
- Purpose is clear

**Structure/Organization of Body (content):**
- Structure is clear
- Structure is logical
- Transition statements
- Structure enhances audiences’ ability to comprehend topic
- Third point provides realistic solutions/future practices

**Delivery:**
- Enthusiastic delivery
- Creativity
- Appropriateness
- Eye Contact
- Gestures
- Movement
- Emotionally engaging
- No vocalized pauses
- Spoke to audience, not visual aide

**Conclusion (content):**
- Clear transition
- Reviewed presentation
- Restated thesis/purpose
- Memorable closing

**Visual Aide:**
- Easy to read/see
- Supports information (doesn’t replace information)
- Flows with speech
- Presented effectively
- Doesn’t distract from presentation

**Outline:**
- Proper Format / Well planned
- Preparation & speaking outline included

**Bibliography**
- At least 3 appropriate, credible sources
- Proper format

**Time: ________________  Score: ________/ 100**
SPCM 1315 Fundamentals to Speech Communication
Informative Panel Speech

(COMMUNICATION: ORAL, WRITTEN, VISUAL; CRITICAL THINKING; TEAMWORK; PERSONAL RESPONSIBILITY)

**Rationale:** You will most likely work in a group more than once in your professional career. Strong teamwork skills are essential if you are to be successful in both your personal and professional lives.

**Assignment:** You will be assigned to a small group of four. As a group, you will decide upon a general speech topic theme for the group as well as specific topics relating to the general topic for each group member. You will work together to maintain group theme and presentation style and flow of information. Each student will develop and deliver his or her own speech as a panel with his or her group.

The assignment requirements include:

1. A preparation and a speaking outline with defined introduction and conclusion, including an overall group introduction, transition statements to the next speaker, and overall group conclusion.
2. Each group member writes and delivers his or her own speech as a part of the overarching panel theme.
3. A visual aide or set of visual aides which help clarify the speech content.
4. A bibliography in APA format (if using any outside sources).
5. Notecards (if applicable)
6. Display ethical personal responsibility through contributing critical thinking, research, and a strong presentation to contribute to an overall group project.

**Grading:** Each speech can earn a total of 100 points. However, the four speech grades within a panel will be averaged and each group member will receive the same grade. Furthermore, upon completion of this assignment, each group member will have the opportunity to peer-assess his or her team panel members. These peer assessments are averaged and serve as the instructor’s mode of teamwork evaluation.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Content</td>
<td>30</td>
</tr>
<tr>
<td>Outline</td>
<td>20</td>
</tr>
<tr>
<td>Delivery</td>
<td>30</td>
</tr>
<tr>
<td>Visual aide</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Timing:** the time limit for this speech is 3 to 5 minutes. For this initial speech, the timing is important but it is also the initial timed speech so each student will be given 10 seconds of grace if they go below the time limit and 30 seconds above the time limit. After that points will be deducted for each second below or above the limit.
SPCM 1315 Fundamentals of Speech Communication  
Informative Panel Speech  
Grading Rubric

Grading scale:  
Exceeds expectations 90-100%  
Meets or mildly exceeds minimum expectations 75-89%,  
Does not meet minimum expectations 50-74%

Name: __________________________  Topic: ____________________

Introduction (content):  
Attention Getter  
Relevance to Audience  
Thesis/Preview of speech and/or panel topic  
Purpose is clear  
out of 5 points

Structure/Organization of Body (content):  
Structure is clear and exhibits clear panel theme  
Structure is logical  
Transition statements  
Structure enhances audiences’ ability to comprehend topic  
Third point provides realistic solutions/future practices  
out of 20 points

Delivery:  
Enthusiastic delivery  
Creativity  
Appropriateness  
Eye Contact  
Gestures  
Movement  
Emotionally engaging  
No vocalized pauses  
Spoke to audience, not visual aide  
out of 30 points

Conclusion (content):  
Clear transition  
Reviewed presentation  
Restated thesis/purpose of speech and/or panel topic  
Memorable closing  
out of 5 points

Visual Aide:  
Easy to read/see  
Supports information (doesn’t replace information)  
Flows with speech  
Presented effectively  
Doesn’t distract from presentation  
out of 20 points

Outline:  
Proper Format  
Well-planned/effective flow  
Preparation & speaking outline included  
Proper bibliography (if applicable)  
out of 20 points

Time: _______________  Score: ______/ 100
Assignment: ___________________

Name of Student Assessed: _________________________

Name of Student Assessing: ________________________

In each of the following sections, rate your fellow group member on a scale from 1 – 10 with 10 being the highest score. Once you have completed 5 scales, total the scales for a score out of 50. In some cases, students create a strong bond while working with classmates. These relationships can be a wonderful product of teamwork, but please do your best to offer an objective evaluation of your group members. Your responses remain confidential and are averaged for the group.

<table>
<thead>
<tr>
<th>Description of Work</th>
<th>Grade (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workload</strong></td>
<td></td>
</tr>
<tr>
<td>This group member carried his or her allotted and fair amount of work within the group. This group member was timely and present at most all group meeting.</td>
<td></td>
</tr>
<tr>
<td><strong>Initiation</strong></td>
<td></td>
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<tr>
<td>This group member seemed engaged in group meetings, offering thoughtful comments and feedback. Generated original ideas and worked with other group members to further develop their ideas.</td>
<td></td>
</tr>
<tr>
<td><strong>Ethical/Personal Responsibility</strong></td>
<td></td>
</tr>
<tr>
<td>This group member understands and demonstrates ethical personal responsibility (e.g., is well-informed, presents all the relevant facts, accepts responsibility for what is said, presents messages in such a way as to allow the listeners to react rationally, and lets the other side be heard).</td>
<td></td>
</tr>
<tr>
<td><strong>Relational</strong></td>
<td></td>
</tr>
<tr>
<td>This group member worked to build and maintain strong and positive working relationships with fellow group members. This section is not about popularity or personality differences as much as it is about effort to work together in a positive way.</td>
<td></td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td></td>
</tr>
<tr>
<td>This section is designed to capture other elements not mentioned above. You can offer an overall grade here or even write in comments regarding your teammate and offer a score on this overall scale.</td>
<td></td>
</tr>
</tbody>
</table>

Total: ___________ / 50
SPCM 1315 Fundamentals of Speech Communication
Persuasive Speeches
(COMMUNICATION: ORAL, WRITTEN, VISUAL; CRITICAL THINKING)

Rationale: Persuasive speaking is a constant in our lives. Commercials. Salespeople. Presentations. All involve persuasive speaking. Learning how to build an effective argument that is geared for a specific audience is an important life skill.

Assignment: Each student will select a controversy on which they will comfortable presenting two different sides. The students will then conduct research to provide themselves with the evidence to support both arguments. Each speech must clarify the argument and use different evidence to support the claim (i.e. for or against abortion). The requirements include:

For Speech #1:
1. A preparation and a speaking outline with defined introduction, conclusion and transitions. Clear pattern of organization.
2. Clear ethos, pathos, logos and citations of evidence.
3. A bibliography in APA format with a minimum of 5 sources.
4. Notecards (if applicable)
5. Visual aides are recommended but not required.

Points: 

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>40</td>
</tr>
<tr>
<td>Outline</td>
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</tr>
<tr>
<td>Bibliography</td>
<td>10</td>
</tr>
<tr>
<td>Delivery</td>
<td>50</td>
</tr>
<tr>
<td>Argument (ethos, logos, pathos)</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>125</strong></td>
</tr>
</tbody>
</table>

For Speech #2:
1. A preparation and a speaking outline with defined introduction, conclusion and transitions. Clear pattern of organization.
2. Clear ethos, pathos, logos and citations of evidence.
3. Demonstrate effective audience analysis.
4. A bibliography in APA format with a minimum of 7 sources.
5. Notecards (if applicable)
6. Visual aides are required.

Points: 

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>30</td>
</tr>
<tr>
<td>Argument</td>
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</tr>
<tr>
<td>Audience appeal</td>
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<tr>
<td>Outline</td>
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</tr>
<tr>
<td>Bibliography</td>
<td>10</td>
</tr>
<tr>
<td>Delivery</td>
<td>60</td>
</tr>
<tr>
<td>Visual aide</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

Timing: No grace will be given on the timing for these speeches. Speech #1 should be between 5 & 7 minutes while speech #2 should be between 6 & 10 minutes.
SPCM 1315 Fundamentals of Speech Communication

Persuasive Speech #1

Grading Rubric

Grading scale: Exceeds expectations 90-100%; Meets or mildly exceeds minimum expectations 75-89%,
Does not meet minimum expectations 50-74%

Speaker:_____________________________ Topic:_____________________________

- Introduction *
  Attention-getting
  Relevant / established credibility
  Thesis/Preview
  Position/purpose was clear

- Body*
  Clearly Structured, Transitions
  Use of Supporting Materials
  Well-developed/Depth
  Used Required Structure

- Source Citations*
  Clearly Stated
  Used Frequently/Necessary
  Met Minimum Requirements
  Credible, Unbiased, Variety

Argument
Awareness of us, Appropriate
Explanations, Examples
We language, Descriptive
Persuasive Toward THIS Class
Ethos—Credibility (character, competence, etc.)
Logos—Evidence, Logical, Reasonable
Pathos—Used Emotion, Examples, Delivery

- Conclusion*
  Signaled End/Transition
  Review/Summary
  Finality/Closure

Delivery
Enthusiastic/Sincere
Poise/Posture
Eye Contact
Use of Language/Grammar
Voice/Passion was Evident

Outline
Proper format – both outlines turned in
Effective transitions/ citations

Bibliography
Proper format
Minimum of 5 credible sources

- Indicates part of content grade*

Time: ________ Score: _____ / 125
**Grading Rubric**

**Grading scale:** Exceeds expectations 90-100%; Meets or mildly exceeds minimum expectations 75-89%,
Does not meet minimum expectations 50-74%

<table>
<thead>
<tr>
<th>Speaker: ______________________</th>
<th>Topic: ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong> *</td>
<td></td>
</tr>
<tr>
<td>Attention-getting</td>
<td></td>
</tr>
<tr>
<td>Relevant / established credibility</td>
<td></td>
</tr>
<tr>
<td>Thesis/Preview</td>
<td>5 points</td>
</tr>
<tr>
<td>Position/purpose was clear</td>
<td></td>
</tr>
<tr>
<td><strong>Body</strong> *</td>
<td></td>
</tr>
<tr>
<td>Clearly Structured, Transitions</td>
<td></td>
</tr>
<tr>
<td>Use of Supporting Materials</td>
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</tr>
<tr>
<td>Well-developed/Depth</td>
<td>20 points</td>
</tr>
<tr>
<td>Used Required Structure</td>
<td></td>
</tr>
<tr>
<td><strong>Source Citations</strong> *</td>
<td></td>
</tr>
<tr>
<td>Clearly Stated</td>
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<td>Used Frequently/Necessary</td>
<td></td>
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<td>Met Minimum Requirements</td>
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</tr>
<tr>
<td>Signaled End/Transition</td>
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<tr>
<td>Review/Summary</td>
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<tr>
<td>Finality/Closure</td>
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<td><strong>Delivery</strong></td>
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<td>Eye Contact</td>
<td></td>
</tr>
<tr>
<td>Use of Language/Grammar</td>
<td></td>
</tr>
<tr>
<td>Voice/Passion was Evident</td>
<td>50 points</td>
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<tr>
<td><strong>Outline</strong></td>
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<tr>
<td>Proper format – both outlines turned in</td>
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</tr>
<tr>
<td>Effective transitions/ citations</td>
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<tr>
<td><strong>Bibliography</strong></td>
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<tr>
<td>Proper format</td>
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</tr>
<tr>
<td>Minimum of 5 credible sources</td>
<td></td>
</tr>
<tr>
<td>Indicates part of content grade*</td>
<td></td>
</tr>
</tbody>
</table>

**Time:** ________  
**Score:** _____ / 125
Rationale: Listening is one of the most overlooked aspects of communication, but one of the most powerful. Effective listening, not just hearing, skills are essential in both personal and workplace relationships and settings.

Assignment: Each student is to select one of the two following speeches available for listening online at americarhetoric.com. Set time aside to listen to the selected speech in its entirety. Utilizing effective listening skills, each student is to write a summary of the speech that answers the questions listed below.

2. Spiro Theodore Agnew, Television News Coverage, November 13, 1969

Questions

A. What is the general purpose of this speech? (persuade, inform, or entertain)
B. Name and describe the overall structure of the speech. (i.e. topical, etc.)
C. How many main points are there? What are the main points?
D. Describe how the speaker transitions (if at all) from one point to the next.
E. List and describe how the speaker utilizes any of Aristotle’s five rhetorical canons.

Points Possible: 50
SPCM 1315 Fundamentals of Speech Communication  
**Listening**  
**Grading Rubric**

Assignment: _____________________

<table>
<thead>
<tr>
<th>Description of Work</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content from the assignment is clearly covered and is done so in a manner that displays a high level of understanding and application of theory or course concepts to the paper topic(s). The paper displays a high level of effort and originality in thought and writing and makes a clear point. The assignment displays a strong proficiency in listening and is free of grammatical errors.</td>
<td>A</td>
</tr>
<tr>
<td>Content from the assignment is covered and is done so in a manner that displays an adequate level of understanding and application of theory or course concepts to the paper topic(s). The paper displays a good level of effort and originality in thought and writing. The assignment displays an above average proficiency in listening and is nearly free of grammatical errors.</td>
<td>B</td>
</tr>
<tr>
<td>Content from the assignment is mostly covered and is done so in a manner that displays a marginal level of understanding and application of theory or course concepts to the paper topic(s). The paper displays an evidently average level of effort and originality in thought and writing. The assignment displays an average proficiency in listening and has a few grammatical errors.</td>
<td>C</td>
</tr>
<tr>
<td>Content from the assignment is only partially and is done so in a manner that displays a lack of understanding and application of theory or course concepts to the paper topic(s). The paper displays an inadequate level of effort and originality in thought and writing. The assignment displays an inadequate proficiency in listening and has a significantly noticeable amount of grammatical errors.</td>
<td>D</td>
</tr>
<tr>
<td>Content from the assignment is not covered and a strong lack of topic-understanding is evident. The paper displays an evidently low level of effort and originality in thought and writing. The assignment displays little to no proficiency in listening and has numerous grammatical errors.</td>
<td>F</td>
</tr>
</tbody>
</table>

Please see university policy on plagiarism and work hard to not plagiarize. If you are unsure as to whether you are plagiarizing the work of another person it is best to be cautious and take the appropriate steps to insure you are not plagiarizing. In the event that you are caught plagiarizing on this paper you will receive either a reduction of 50% on the assignment (if the plagiarism is minor or not seemingly blatant) or a 0% on the assignment (if the plagiarism is major and seemingly blatant). There are clear guidelines available for what constitutes plagiarism so please do not plan to plead ignorance in the event your grade is reduced for plagiarism. I hope this is not an issue with your paper and do not expect it to be so.

Total: _____________________