

# ESSENTIALS OF PUBLIC PRESENTATIONS

## COLLEGE NOW HANDBOOK

2023-24

SMSU COMMUNICATION STUDIES

# thank you

## ***College Now Teachers:***

Congratulations and thank you for working with the Southwest Minnesota State University College Now Communication Studies Program! We look forward to working with you as you teach this curriculum to your students!

Our appreciation of your work is endless, but here are a few of the reasons we appreciate your partnership:

- Excellence in teaching
- Commitment to your students
- Drive to excel in education
- Dedication to collegiate expectations
- Continued contribution to your school, your community and to the SMSU community.

# FACULTY



Mark Fokken  
Work: 507-537-7370  
Mark.Fokken@smsu.edu



Ben Walker  
Work: 507-537-6126  
Benjamin.Walker@smsu.edu



Julie Walker  
Work: 507-537-6393  
Julie.Walker@smsu.edu



Jenifer Goblish  
Work: 507-537-6022  
Jenifer.goblish@smsu.edu

## Adjunct Faculty

Bobbi Blickenstaff  
Bobbi.blickenstaff2@smsu.edu

Diana Veenstra  
Diana.veenstra@smsu.edu

Josie Laleman  
Josie.laleman@smsu.edu

Lisa Wilson  
Lisa.wilson@smsu.edu

# Table of Contents

|   |     |
|---|-----|
| Title Page .....  | i   |
| Thank You .....   | ii  |
| Faculty.....  | iii |
| Table of Contents .....                                       | iv  |
| Introduction to College Now .....                             | 1   |
| College Now Overview.....                                     | 2   |
| College Now Teaching Partnerships.....                        | 3   |
| Essentials of Public Presentations Teacher Expectations ..... | 3   |
| Speech Program Orientation.....                               | 4   |
| Required Textbook.....  | 4   |
| Teaching Assistant General Directions .....                   | 4   |
| Course Overview.....  | 5   |
| Course Syllabus.....  | 6   |
| Speech Components .....                                       | 9   |
| Guidelines for Supporting Material.....                       | 11  |
| Guidelines for Outlines.....                                  | 13  |
| Standard Outline Template .....                               | 14  |
| Outline Introduction Template .....                           | 15  |
| Informative Presentation .....                                | 20  |
| Informative Presentation Assignment Description.....          | 21  |
| Informative Presentation Aids .....                           | 23  |
| PowerPoint Presentations.....                                 | 24  |
| Informative Presentation Rubric.....                          | 25  |
| Persuasive Presentation .....                                 | 27  |
| Persuasive Presentation Assignment Description.....           | 28  |
| Persuasive Presentation Outline Template .....                | 30  |
| Persuasive Presentation Rubric.....                           | 32  |
| Public Narrative .....  | 34  |
| Public Narrative Assignment Description .....                 | 35  |
| Public Narrative Prep Sheet Examples .....                    | 39  |
| Public Narrative Rubric .....                                 | 42  |

|   |    |
|---|----|
| Revision Presentation .....                     | 44 |
| Revision Speech Assignment Description .....    | 45 |
| Learning Management Technologies .....          | 46 |
| Learning Management Technologies Overview ..... | 47 |
| D2L Tools.....                                  | 48 |
| Communication tools .....                       | 48 |
| Create Announcements .....                      | 48 |
| Discussion Boards .....                         | 48 |
| D2L Assessment Tools .....                      | 51 |
| Assignments .....                               | 51 |
| Kaltura Mediaspace Instructions .....           | 53 |
| Uploading Kaltura Video to Assignments.....     | 54 |
| Transferring Google to Microsoft.....           | 56 |



# ESSENTIALS OF PUBLIC PRESENTATIONS

## INTRODUCTION TO COLLEGE NOW





## College Now Overview

Essentials of Public Presentations is a part of our Liberal Education Program (general education) curriculum and is assured acceptance at all of the MinnState schools. This handbook has been developed so you may explore academic freedom in the development of your class while simultaneously maintaining continuity throughout the Communication Studies curriculum.

### *Student Benefits of College Now Course Completion*

Student benefits of completing this course in their high school classroom are abundant.

Some of the more noteworthy ones include:

- Easier transition into collegiate expectations
- Feedback from college faculty regarding course work
- College preparation in the high school environment
- Reduce class load when entering an on-campus environment
- Additional course time to work with the high school teacher
- Reduced cost and time to complete their degree
- Completion of 3 credits in the MN Transfer Curriculum Goal 01: Communication.



## College Now Teaching Partnerships

As teaching assistants, you, as the high school teachers, should be dealing with students of a higher caliber (high achievers, motivated students, or simply students who want to learn). As educators, teaching this college course will provide you with a challenging, exciting, and rewarding experience. Initially, students may find it difficult to adjust to the higher expectations of a college classroom.

## Essentials of Public Presentations Teacher Expectations

The common syllabus is **REQUIRED**. You can go beyond the expectations, but keep in mind **60% of the final grade must be based on the assignments in the syllabus**. The SMSU Communication Studies Program views your work as a teaching assistant since we are unable to meet with your students daily. Ideally, we view our relationship as one of a supervisory role to ensure commonality with our on-campus classes as well as to promote continuity within other College Now classes.

As a result, we utilize a common syllabus, one that all instructors on and off campus adhere to, in order to maintain the integrity and continuity as well as the academic rigor expected in our university classrooms. We have a great deal of confidence and comfort with this syllabus, which is why we expect and enforce adherence.

Congratulations! We look forward to an educational and prosperous experience.



## Speech Program Orientation

Before you may be considered as a teaching assistant, you are to provide the University with a current curriculum vitae, transcripts, an application, and a letter of support from your principal. Teachers *normally* need to have a minimum of three years teaching experience in speech communication. All teachers must be approved by the SMSU Communication Studies Program; even if you were approved to teach in another discipline, you must complete this process.

**The most important expectation is that teaching assistants adhere to the same course policies that instructors enforce at Southwest Minnesota State University. Please remember you are responsible for teaching a college level public speaking course.**

Each student must receive the common course syllabus.

## Required Textbook

Students are responsible for reading the text and may be tested periodically over the material. The required text is [Exploring Public Speaking](https://open.umn.edu/opentextbooks/textbooks/411) which can be found online at <https://open.umn.edu/opentextbooks/textbooks/411>

## Teaching Assistant General Directions

- A. The speech evaluation form coupled with the textbook and the handouts provide the basis for instruction. Competencies are linked to course objectives, vital to course learning outcomes.
- B. All items on the speech evaluation form are competencies necessary for successful completion of the course. As such, it is imperative that the teaching assistant provide instruction for every competency. For example: an introduction consists of four specific competencies to be taught. Students should demonstrate each competency for each round of speeches.
- C. The teaching assistant will complete an Instructor Evaluation Form for each speaker for each round of speeches. These are found throughout this handbook and on your D2L course page.
- D. Each student will complete Student Speech Evaluation Forms for their peers for each round of speeches. The course should be taught from the perspective that providing feedback and constructive criticism to fellow classmates is as important as the required speeches themselves.
- E. The speech evaluation form is a useful tool for several reasons:
  1. The form provides the competencies to be measured in each speech.
  2. The form is the basis to evaluate each student's speech.
  3. Each student is required to prepare and deliver four total speech presentations.
  4. Students must use credible, reliable sources. Wikipedia is NOT a credible source.



# ESSENTIALS OF PUBLIC PRESENTATIONS

## COURSE OVERVIEW





## COMM 110 Essentials of Public Presentations (3 cr.) Course Syllabus

### **Description:**

In this course students learn how to deliver effective oral presentations for various audiences and occasions. Students practice ethical listening skills as preparation for engaged citizenship. This course is required to fulfill Minnesota Transfer Curriculum Goal 1: Communication.

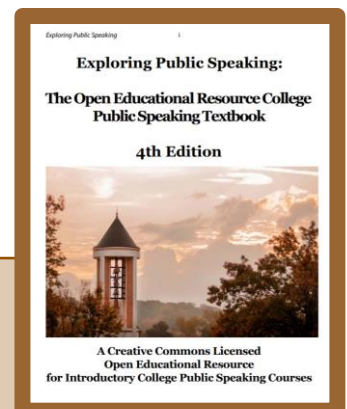
### **This course meets MN Transfer Curriculum Goal 1:**

To develop writers and speakers who use the English language effectively and who read, write, speak and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

### **Student Learning Outcomes:** After completing this course students will be able to...

1. Demonstrate the speaking processes through invention, organization, drafting, revision, and presentation.
2. Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
3. Adapt public speaking strategies for specific audiences by
  - Crafting messages for persuasive and informative contexts
  - Employing effective language usage/style
  - Employing effective nonverbal delivery
  - Incorporating effective presentation aids
4. Construct and employ logical and coherent arguments.
5. Practice ethical listening to evaluate and respond to oral presentations.
6. Engage in communication for ethically engaged citizenship for social justice, diversity, and inclusion.

**Text and Supplies:** Required: Exploring Public Speaking, <https://open.umn.edu/opentextbooks/textbooks/411> (Open Educational Resource)



## **Course Assignments and Requirements:**

You must complete four (4) speaking assignments to pass the course. One of the presentations must utilize at least one effective visual aid. Visual aids are recognized as supporting material much like testimonies, statistics, examples, etc. used to support a sub-point in the speech.

1. A 4 to 6 minute informative speech (Demonstration or "how to" topics are not allowed.)
2. A 4 to 6 minute public narrative speech
3. A 4 to 6 minute persuasive speech
4. A 4 to 6 minute presentation that is a revised and improved version of one of the previous speeches. The revisions should be based on feedback received on the first attempt as well as self-reflection.

Each speech will also have these additional guidelines:

1. Outlines and preparation materials: You will submit a typed, complete sentence outline for the informative and persuasive speeches. For the public narrative speech, you will complete an alternative preparation document assigned by the instructor.
2. Research and resources:
  - a. Oral citations: You will orally cite a minimum of four sources.
  - b. Works cited: You will submit a typed works cited page formatted in the MLA style prior to delivering the speech.
3. Speaking notes: All presentations will be delivered extemporaneously from limited notes. If you use notes, you must use 3x5 note cards, written on one side only. You may use no more than three (3) note cards.
4. Lecterns: You may not use a lectern or podium for the required speeches.

In addition to the four required speeches, you will also complete other learning activities (including the evaluation of speakers) to improve your communication skills.

## **Grading Policies:**

Your work will be evaluated using clearly explained expectations and grading rubrics for each assignment. Your presentation assignments will make up at least 50% of your final grade for the course.

| Grade | Percentage | Description             |
|-------|------------|-------------------------|
| A     | 100-90     | Exceeds standards       |
| B     | 89-80      | Meets all standards     |
| C     | 79-70      | Meets most standards    |
| D     | 69-60      | Meets some standards    |
| F     | 59-0       | Does not meet standards |

***Attendance Policy:***

This class will be taught from a perspective that providing feedback and constructive criticism to fellow classmates is as important as the required performance activities themselves. Since participation in these activities is dependent upon regular attendance, attendance is expected.

***Student Assistance and Disability Accommodations:***

If you have a disability or life challenges that may make it difficult for you to succeed in this course, please talk with your professor who can refer you to the appropriate agency. Providing documentation ensures that your professor can work with you to create the best situation for your learning. Communication pertaining to such disorders will be treated as confidential in keeping with the guidelines of the American Speech-Language Hearing Association. Lots of barriers to learning occur, such as strained relationships, increased anxiety, alcohol/drug problems, depression, difficulty concentrating, and trauma. These situations may interfere with your ability to participate in daily activities, including your academics. SMSU Counseling and Testing Services has mental health professionals who provide free counseling services.

***Academic Honesty:***

Academic dishonesty is counter-productive because it does not allow students to demonstrate course competencies. Unethical practices will be addressed by the professor in accordance with the SMSU Academic Honesty Policy.

***Respect and Inclusion:***

The SMSU Communication Studies Program is firmly committed to co-creating an environment of equality and inclusion for the diverse members of the SMSU student body. According to the SMSU Student Handbook, diversity refers to many characteristics including, but not limited to “race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression.” While everyone’s experiences vary, all members of our class are expected to treat one another with respect at all times. We recognize discrimination may be direct, indirect, systemic, or individual. All members of our class must commit to supporting and understanding one another to create an environment of acceptance and safety for all members to flourish in their class participation.

***Assessment:***

Course materials and assignments may be used for assessment of SMSU, Communication Studies Program and Liberal Education Program student learning objectives. Student artifacts will be used anonymously.

# Speech Components

Every speech requires basic competencies that must be demonstrated regardless of the goal. This section covers many of the competencies and expectations for speakers. Every text, website, and teacher will approach these competencies in a slightly different way, but no matter the terminology used, every student will be held to the expectations outlined in this section.

## Introduction

An effective introduction prepares the audience psychologically – by stimulating favorable interest in the speaker and message, and logically by orienting the audience to the basic thrust or purpose of the speech and the nature of the body. An introduction should be brief, it only prepares the audience for what to come, the ideas and content should be focused on during the body of the speech.

## Attention Getting Devices

Examples could include:

- Startling Statement
- Quotation
- Illustration
- Statistic

## Establishing Common Ground

Examples could include:

- Refer Specifically to audience
- How does your audience impact or directly relate to your audience?
- Refer to the significance of the subject
- Refer to the special interest of the group

## Thesis Statement

A single, declarative sentence, which encompasses the overall focus of the speech. It is preferable that it be an assertion, concise, and conveys the general purpose of the speech.

## Division of Thesis/Preview Statement

A preview of the main points of the speech (must include numerical signposting). The main points should be in the same order as they are developed in the speech. Parallel language should be employed to clearly establish the organization of the body. For example, much like MapQuest gives directions from one point to the next with important landmarks in between, so does the preview of the speech. This should include signposting words (first, next, finally, etc.) to clearly indicate the main points.

## Transition

Movement from the introduction to the body of the speech – often in the form of a restatement of the first main point of the speech.

## Body

Development of main points in support of the thesis as well as Sub-points in support of main points, etc.

### A. **State the Main Points**

Each main point must be clearly signposted, so the audience knows where the speaker is in the speech. Main points should be phrased as assertions and are the ideas of the speaker. Main points provide direct support for the thesis.

### B. **Support**

Examples • Statistics • Testimony • Comparison • Visual Aids • Analogy

### C. **Documentation**

Tells where the support comes from as well as identifies the qualifications of the source. In oral documentation, or source citation, technically the speaker should:

- a. **Identify the author** - Sponsoring agencies may serve as the publisher - such as the American Red Cross has the webpage and sponsors articles, content and information on the page.
- b. **State the credibility** of the author/source to prove expertise in the field
- c. **Publication type**
- d. **Date**- when citing internet sources, look for the "last updated" or "published" date.

### D. **Transitions**

A bridge from one main point to another - a suggested method would be to provide a brief summary of the preceding main point followed by a brief introduction to the next main point, including a signpost that indicated movement on to a new point. There **MUST** be a transition between every main point.

## Conclusion

Serves to drive home the main ideas of the speech and bring the audience to closure; no new information is allowed in the conclusion.

### A. **Summary**

A brief reiteration of the main points using signposts.

### B. **Repeat Thesis**

Restate thesis as it was stated in the introduction.

### C. **Clincher/Closing (Round out the Speech)**

The final psychological-logical impulsion to move the audience toward closure.

- a. Return to the attention getting device of the common ground.
- b. End with a "moral to the story".

## Guidelines for Supporting Material

Supporting materials can serve to bolster personal experiences, add substance to the speech, and demonstrate the speaker's credibility. However, sources should be used with purpose:

1. **Pertinence:** Each piece of support should be clearly relevant to the point it is used to support. If a listener needs to spend time figuring out the connection, they aren't spending time listening to the speaker.
2. **Variety:** The presentation should not rely excessively on one type of support (such as examples) but should instead use a number of different forms of support. By varying your support, you are more likely to appeal (emotionally, ethically, or logically) to all members of an audience.
3. **Amount:** The presentation should include a sufficient amount of support (enough to make the ideas presented both clear and compelling to the audience). That does NOT mean you should have dozens of sources: A speaker that lists source, after source, after source, is not saying anything. Use support to prove ideas with clear reasoning and explanation. Additionally, the source should not be making points for you; as the speaker that is your job.
4. **Detail:** Each piece of support needs to be developed to the point that audience members can both understand the item of support AND can see how the item backs up the point it is used to support.
5. **Appropriateness:** Each piece of supporting material should meet the demands that the audience and the occasion place on the kind of material that is likely to be received favorably. For example, a "scholarly" audience will probably place higher demands on the speaker's sources of information than a "general" audience would. The appropriateness of a source is rooted in your purpose for it- what specifically are you trying to prove. Ask yourself what type of information will support my claim most effectively while appealing to the expectation of my audience.

### Specific Guidelines for Types of Supporting Material:

Supporting materials are usually offered in recurring forms. Depending upon the form of support provided, you should ask yourself some questions to determine if you are making the best possible use of that kind of material:

#### For Examples/Narrative

- Is the example/narrative representative?
- Is the example/narrative sufficiently detailed and vivid?
- Is the example/narrative personalized?

#### For Testimonies:

- Is the source qualified to make the statement you're quoting?
- Is the quotation accurate?
- Have you attributed the testimony prior to the quote?
- Have you made it clear whether you are paraphrasing or quoting directly?
- If you are quoting, is the quotation brief?
- Have you clearly signaled where the testimony begins and ends?
- Are the source's conclusions reasonably free from bias? Is your source credible/reliable and neutral- not slanted one way or the other?



**For Comparisons/Contrasts:**

- Is the comparison appropriate and justified?
- Is the comparison meaningful- does it tell your audience something valuable?
- Have you avoided overdoing the comparison?

**For Statistics:**

- Is the source of the statistic reliable?
- Has the source of the statistic been cited in the speech?
- Has the statistic been used correctly?
- Have you rounded off complicated statistics?
- Have you interpreted the statistic (explained in another way)?
- Have you done something to emphasize the statistic?
- Have you used statistics sparingly?

## **Guidelines for Outlines**

The speech outline is a complete sentence model (skeleton) of your speech. From the outline, one can test the organization, logic, support and development of an entire speech. It is key to remember that this is an OUTLINE and not a manuscript. An outline should not be exhaustive but a sketch of the speech which is developed orally. Here are some guidelines that will assist in the construction of a speech outline.

### **Use Standard Outline Form**

The body of the speech in the outline should use a standard set of symbols. The main points will be identified by Roman numerals (I., II., III.), subpoints will be identified by capital letters (A., B., C.), and minor headings identified by Arabic numerals (1., 2., 3.).

Note: If there is a “I”, there must be a “II”; if there is an “A”, there must be a “B”; if “1”, then a “2”; “a” then “b” – this demonstrates ample development. In other words, there can be no I without II, no A within a section without a B, no 1 within a section without a 2, etc. At first, this rule may seem rather artificial and arbitrary; but the prohibition has the force of logic behind it. Whenever tempted to violate this rule, ask: Can you cut a loaf of bread into one piece?

The outline should be broken down into three major subsections:

- An introduction,
- A body with two-three main points with a minimum of two-three subpoints each
- A conclusion.

Constantly subject the outline to critical scrutiny, testing it for two main characteristics:

- Comprehensiveness (does my outline include all the things I want to talk about?);
- Coherence (does my outline organize these ideas in the most logical order?).

These guidelines, when put into practice, will allow the student to create a thorough, well planned speech. The outline on the following page will put these guidelines into practice.

# Standard Outline Template

*Below is a sample outline template. Although the number of subpoints may vary, the outline must have an A. and a B. or a 1. and a 2. Main point I. has additional sub points under C. This is not necessary, but it shows how to break down these subpoints even further.*

Title  
Name  
General Purpose  
Specific Purpose  
Thesis- same as introduction

## **Introduction:**

- I. Attention Getter
- II. Common Ground (directly relate your topic to your audience- Why should we care?)
- III. Thesis (One single declarative statement on the focus and purpose of the speech.)
- IV. Preview with signposts (First, second, third---first, next, finally, etc.)

## **Body:**

- I. Main point 1
  - A. Subpoint of I.
  - B. Subpoint of I.
  - C. Subpoint of I.
    1. Subpoint of C.
    2. Subpoint of C.

*(Transition: This is where your transition connects Main point I with Main point II.)*

- II. Main point 2
  - A. Subpoint of II.
  - B. Subpoint of II.
  - C. Subpoint of II.

*(Transition: This is where your transition connects Main point II with Main point III.)*

- III. Main point 3
  - A. Subpoint of III.
  - B. Subpoint of III.

*(Transition: This is where your transition connects Main point III with the Conclusion).*

## **Conclusion:**

- I. Summary (restate your main points using signposting).
- II. Restatement of the thesis (Same as the intro and header)
- III. Final Closing Statement (Tie it back to attention getter or common ground.)

# Outline Introduction Template

Outlining template: Use this template to start your outlining process. Simply fill in the blanks as you find information or brainstorm the next stage.

|   |       |
|---|-------|
| Your Name                                       | Title |
| <b>Objectives</b>                               |       |
| General Purpose                                 |       |
| Specific Purpose                                |       |
| Thesis (central idea)                           |       |
| <b>Introduction</b>                             |       |
| I. Attention Getting Device                     |       |
| II. Common Ground                               |       |
| III. Credibility                                |       |
| IV. Thesis                                      |       |
| V. Preview                                      |       |
| Transition (if more than the preview is needed) |       |





**Body: Main Point 3**

|  |   |
|--|---|
| Main Point 3   | <p>1.</p> <p>(Your idea; declarative, complete sentence)</p>  |
| Support Material   | <p>(Vary your support types, think about ample development, be thorough, record sources now to make it easier later!)</p> |
| <p>Transition:</p> <p>(Sum up what you've just finished, signpost, and foreshadow next idea)</p> |   |

## Conclusion

I. Summary of main points

(Don't forget numeric signposting)

II. Restate thesis

III. Closing Line

(May be useful to return to your Attention Getting Device)

**Make sure you also include a Works Cited page with your outline.**





# INFORMATIVE PRESENTATION



## Informative Presentation Assignment Description

Informative speaking offers an opportunity to practice your researching, writing, organizing, and speaking skills. You will learn to discover and present information clearly. If you take the time to thoroughly research and understand your topic, to create a clearly organized speech, and to practice an enthusiastic, dynamic style of delivery, you can be an effective “teacher” during your informative speech. This type of speaking will undoubtedly be used in your professional career.

### Value of Informative Speaking

The informative presentation provides interesting, useful, and novel information to your audience, while developing communication and research skills within the speaker. By dedicating yourself to the goals of providing information and appealing to your audience, you can take a positive step toward succeeding in your efforts as an informative speaker.

### Assignment Requirements

- A minimum of 4 (different, verbally cited) sources is REQUIRED.
- 4-6 minutes long
- Visual Aid
- Written Outline including Works Cited page
- Speaking notecards (3x5 white) are optional- no more than 3 cards written on one side- limit words so you are not reading or dependent on notecards. Effective use is important.

### Speech Recommendations

- Topic selection is vital for successful speaking
  - Topics should be fresh and unique.
  - Your goal is to teach us something we do not know.
  - Sometimes the way you approach a topic can provide a new or fresh viewpoint.
- Design and develop the body of the speech first
  - Look for a word, phrase, or device that you might insert throughout the speech as a recurring rhetorical device.
  - Consistent messages throughout promote unity and maintain audience interest.
- Introduction
  - Look for a catchy quotation, startling statement, or stats that would make an effective attention getter.
  - Make sure you include an attention getter, common ground, thesis, and signposted main points.

- Delivery
  - A poorly delivered speech is a weak and ineffectual speech, regardless of how well it is written.
  - Do NOT try to persuade the audience.
  - Work toward conversational tone complimented by energy and interest.
    - If you sound bored, your audience will also be bored.
    - If you sound memorized, the audience will consider you insincere.
  
- Outline
  - You must properly outline so you can show relationships, thesis support and documentation.
  - It is generally considered appropriate to have 2-3 main points for this length of speech.
  - Incorporate effective transitions between each point to effectively lead the audience through the presentation.
  - Prepare your outline and speech early so you have time to practice many times prior to the graded class presentation.

## Informative Presentation Aids

Presentation aids supplement audible forms of support (such as maps, diagrams, charts, pictures, and media) and are recognized as supporting material much like testimony, statistics, examples, etc. used to support a sub point in a speech. Because presentation aids are considered supporting material, they are to be documented like all other forms of support. An example of the proper use of a presentation aid is as follows:

- I. Main Point I.
  - A. Subpoint to support Main point I.
    - 1. Testimony with documentation
    - 2. Example with documentation
    - 3. Visual Aid with documentation
  - B. Subpoint to support Main point I.

### **Important rules to remember when using presentation aids:**

Do not stand between your listeners and what you show them.

Use only presentation materials that are closely related to the point you are presenting and refer only to those parts of a presentation aid that are relevant.

Be sure the aid is large enough that can be easily seen from all parts of the room (and video camera).

- A. Use few words and large heavy print.
- B. Present materials in vivid colors, when appropriate.
- C. Present only data which is simple enough to be comprehended at a glance.
- D. Make sure you present images you explain- don't have words to read.

Avoid displaying presentation aids until you are ready to use them and then remove them as soon as you are finished with them.

Make sure you have a black/blank screen visible when you aren't using a slide.

Avoid building your speech around presentation aids.

Always practice using your presentation aid.

Do NOT pass presentation aids among audience members; it distracts their attention.

## PowerPoint Presentations

Use of PowerPoint in a presentation can greatly enhance a speech, IF used appropriately. Almost everyone has seen a presentation where the speaker shows slide after slide, filled with words, which the speaker essentially reads to the audience. In essence, the listener could read the screen and not listen to the speaker. A visual aid should be used to support the speech, not give the speech for the speaker. If used to support the speech in the same way an example or statistic is used, it can provide a professional graphic and support their speech concepts.

Attached are some suggestions to assist you in using PowerPoint presentations in your speech. This is not a guide to help create the slides, but it will provide information on how to use the technology effectively.

### PowerPoint Considerations

#### Balance

Defining a balanced slide may seem like a matter of opinion, but there are concrete criteria. No element- title, points, or graphics- should overpower the others. Headings should be consistent in size and placement. They should be large enough to see throughout the room and clear. The audience should be able to understand each slide quickly and easily. If you are unsure whether your slide is well balanced, ask a friend or your teacher if they find the presentation easy to follow and professional.

#### Presentation

**Give a speech, not a slide show.** Make sure you have practiced giving your speech while using your PowerPoint presentation. It may be helpful to make notes on your notecards or outline indicating where to move from one slide to the next. Time yourself giving your speech with the presentation. Also, make sure you are within your assigned time limit. In case of technical problems, be prepared to give your speech without your PowerPoint presentation. To keep your audience from becoming distracted, use blank slides when you are done with one slide and not yet ready for the next one. Consider this while practicing with the presentation. Insert blank slides where what you are saying is not enhanced by the contents on the slide.

## Informative Presentation Rubric

| Presenter Name:                               |                 | Evaluator Name:                                 |  |   | Appropriate Attire?                      |                                   |
|---|-----------------|---|--|---|--|-----------------------------------|
| Thesis Statement/Central Idea:                |                 |   |  |   |  |                                   |
| Your Score                                    | Points Possible | Category  | Exemplary (A)                            | Competent (B)                                       | Developing (C)                           | Not Yet Demonstrated              |
| Structure and Content                         |                 |   |  |   |  |                                   |
|   |                 | Introduction (Attn. Common Gr. Cred Thesis Pre) | B + well-tailored to audience            | All parts present                                   | Missing part(s)                          | Significant issues                |
|   |                 | Conclusion (Sum/Rev Thesis Closure)             | B + well-tailored to audience            | All parts present                                   | Missing part(s)                          | Significant issues                |
|   |                 | Transitions                                     | Summ + prev + signpost                   | Summarize or preview                                | Missing some                             | Missing most                      |
|   |                 | Organizational Pattern                          | Pattern enhances speech                  | Topical, Spatial, Chronological                     | Other org pattern                        | No clear org pattern              |
|   |                 | Main Points                                     | Clear w/o seeing outline                 | Matches outline                                     | Somewhat unclear                         | Very unclear                      |
|   |                 | Supporting Material                             | In-depth connection to thesis            | Mostly connected to thesis                          | Included                                 | Not included                      |
|   |                 | Source Quality                                  | Quality resources                        | Mostly quality resources                            | Questionable                             | Not included                      |
|   |                 | Citations                                       | Cited 4 sources accurately               | Cited 4 sources w/ error(s)                         | Cited 2-3 sources                        | Cited <2 sources                  |
|   |                 | Topic   | Appropriate/Interesting/Novel            | 2 of 3  | 1 of 3                                   | 0 of 3                            |
|   |                 | Time  | 4-6 min                                  |   | 3-4 or 6-7 min                           | <3 or cut off by teacher          |
| <b>Write Additional Comments on Next Page</b> |                 |   |  |   |  | <b>Main Points</b><br>-<br>-<br>- |
| Delivery                                      |                 |   |  |   |  |                                   |
|   |                 | Volume  | Enhances performance                     | Appropriate to context                              | Shout/mumble some                        | Could not hear most               |
|   |                 | Pitch/Inflection                                | Enhances performance                     | Formal; vocal patterns may not enhance presentation | Vocal patterns distract from performance | Monotonous                        |
|   |                 | Conversational Style                            | Talking with us                          | Trying to talk with us                              | Talking at us                            | Read to us                        |
|   |                 | Rate  | Enhances performance                     | Not too fast or slow                                | Sometimes fast or slow                   | Serious concerns                  |
|   |                 | Gestures  | Motivated + natural + reinforced content | Connected to content                                | May appear forced or mechanical          | Not included                      |
|   |                 | Eye Contact                                     | 70%+ at audience                         | 60%+ at audience                                    | 50%+ at audience                         | Limited eye contact               |
|   |                 | Facial Expression                               | Varied related to content                | Formal, but fine                                    | Low affect                               | Shows disregard                   |
|   |                 | Movement/Posture                                | Poised, motivated movement               | Sometimes shift weight or unmotivated movement      | Weight shift or movement distracting     | Stiff, rigid                      |
|   |                 | Flow  | Smooth, limited fillers                  | Some fillers, breaks                                | Fillers distract                         | Big stops/starts                  |
|   |                 | Anxiety Management                              | Comfortable                              | Overcoming anxiety                                  | Clearly anxious                          | Incomplete speech                 |
|   |                 | Language Use                                    | Engaging                                 | Appropriate   | Mostly appropriate                       | Inappropriate                     |
| <b>Write Additional Comments on Next Page</b> |                 |   |  |   |  |                                   |

| Presentation Aid(s)                           |  |               |  |                                       |   |                             |                               |
|---|--|---------------|--|---------------------------------------|---|-----------------------------|-------------------------------|
|   |  | Connection    |  | Engages audience                      | Clear topic connection                    | Weak topic connection       | Not present                   |
|   |  | Simplicity    |  | Simple/easy to understand             | Fairly simple                             | Complicated                 | Not present                   |
|   |  | Design        |  | Appealing + consistent + Professional | Proper colors, size, no linguistic errors | Improper colors, size, etc. | Not present, errors on slides |
|   |  | Displayed     |  | B + Add value to presentation         | Brought out when using                    | Up most or whole time       | Not present                   |
|   |  | Images Used   |  | Credited                              |   | Credited, lacked info       | Not credited                  |
|   |  | Incorporation |  | B + Enhances presentation             | Explained in context                      | Mentioned                   | Not referenced                |
| <b>Write Additional Comments on Next Page</b> |  |               |  |                                       |   |                             |                               |

Additional Comments



# PERSUASIVE SPEAKING





## Persuasive Presentation Assignment Description

An original speech by the student designed to inspire, reinforce, or change the attitudes, beliefs, values, or actions of the audience. Problem/solution organization must be utilized and multiple sources should be used and cited.

### **Persuasion:**

The persuasive speech is divided into two parts, **problem and solution**, however, in terms of time spent, the breakdown usually requires considerable more time be devoted to the problem area. The audience must be convinced a valid problem exists before a change is proposed. Without spending adequate time developing a case for change, there would be neither need nor support for a change. A typical time division would be two-thirds of the speech devoted to the problem and one-third to the solution. As a persuasive speaker, your responsibility is to build good and sufficient reasons for adopting a change, and then you are responsible for presenting a solution to the problem.

To establish a sufficient problem, the persuasive speaker must show:

- That a problem **EXISTS**
- The problem is **SIGNIFICANT**
- The problem is **HARMFUL**

In order to build a sufficient solution, the persuasive speaker must show:

- The solution will directly solve the problem identified in the problem stage.
- The solution will not create more problems than the current stage.
- The proposed solution is **workable, practical, and desirable**. In other words, if your solution does not solve the problem or creates more problems than the original problem, it would not warrant acceptance or adoption.

### **Persuasive Components**

- Problem solution organization is one of three factors that make a compelling persuasive speech persuasive.
- Another facet is developing a compelling thesis supported by reasonable and sound support and documentation base.
- The final facet is delivery.
- A speech is not persuasive unless it is delivered with conviction, both vocally and physically.
- Unique topic choice- make your subject fresh.

Your responsibility is to bring all three components to the persuasive speech.

## Assignment Requirements

- 4-6 minutes time limit
- A minimum of 4 sources is REQUIRED
- A complete sentence outline is required and will be collected and graded.
- A Works Cited page should be submitted with the outline. All parts of the assignment must be submitted.
- Students are allowed to use 3 (3x5) **white** index cards

## The Persuasive Thesis

Because this is a persuasive, problem/solution speech, the thesis statement should contain a specific call to action. An example might be, *“The United States should develop standards for Impeachment hearings.”* A solution-oriented thesis tells the audience what specific course of action you wish to pursue in your persuasive speech.

## Thesis requirements

- The thesis must establish a mandating agency (a group or organization that can be held accountable to enact the solution).
- The word “should” must be used: by using this word the speaker implies that he/she is seeking to change the status quo. If a persuasive speech is not asking for change, persuasion does not exist and the general purpose is not met.
- A persuasive thesis must provide a plan to be implemented (a solution).

## Sample Thesis Statements

- The World Health Organization should create consistent policies when handling future international outbreaks.
- The Commissioner of Education should ban teachers from carrying guns in schools.
- The Women's Sports Foundation should fight for equal pay for professional women's sports.
- The MinnState system should not require ACT and SAT scores for admission acceptance.
- The MN Department of Education should require mental health education in all high schools.
- The Environmental Protection Agency should set a plan on how the U.S. will act on climate change.

**The following thesis statements are not acceptable – they do not include agencies and are not research based topics.**

- iPads and tablets should replace textbooks and other college books.
- Taking a gap year is an intelligent choice.
- Too much screen time will make children lazy.

# Persuasive Presentation Outline Template

Name \_\_\_\_\_

General purpose: To persuade

Specific purpose: To persuade my audience that \_\_\_\_\_.

Thesis: Same thesis throughout outline

Introduction:

- I. Attention Getter (Research based- something catchy to get the attention of your audience. This typically is a story, stat, or quotation.)
- II. Common Ground (How are we, your audience, affected by your topic? Why should we care?)
- III. Credibility Statement (Why should we trust you about this topic?)
- IV. Thesis (One declarative sentence on the focus and purpose of the speech. This will include an agency and the word "should").
- V. Preview with signposts (First, Second, Third---First, Next, Finally, etc.).

Body:

- I. Problem- Complete sentence of the nature of the problem.
  - A. Exists
    1. What is the problem?
    2. Why does the problem exist? (What caused it?)
  - B. Significant- Complete sentence of the significance of the problem.
    1. How many people are affected by the problem?
    2. How large is the problem?
  - C. Harmful- Complete sentence of the harm being done because of the problem.
    1. How are people being harmed?
      - a. Economical
      - b. Physical
      - c. Psychological
      - d. Social
    2. To what extent are people being harmed?

*(Transition: summarize MPI before previewing MPII)*

- II. Solution- Complete sentence of the call for change/action
  - A. Plan specifics- Complete sentence telling how exactly will your plan work?
    1. How will the solution work?
    2. How will the solution be implemented?
  - B. Practical- Complete sentence telling us why this plan is practical
    1. Can the change be logically and reasonably adopted?
    2. Has the solution worked in other places?
    3. How will the solution solve the problem?
  - C. Desirable- complete sentence telling why this plan is desirable
    1. How will the public find the solution to be better than the status quo?
    2. Will the public support the proposed change?
    3. Benefits of implementing the plan?

Conclusion:

- I. Repeat main points with signposting
- II. Restate thesis (agency is included)
- III. Leave us with something to remember (should link to opening statement)

Works Cited Page

(Not bold or underlined, size 12 font, Times New Roman, Centered)

- Check MLA handbook for correct formatting
- Check OWL (Purdue Online Writing Lab)
- Must be alphabetical.
- Check spacing and indentation
- Size 12 font- Times New Roman
- Left Justified
- Single space for each citation
- Double space between citations

## Persuasive Presentation Rubric

| Presenter Name:                        |                 | Evaluator Name:                                 |  |   | Appropriate Attire?                      |  |
|--|-----------------|---|--|---|--|--|
| Thesis Statement/Central Argument:     |                 |   |  |   |  |  |
| Your Score                             | Points Possible | Category  | Exemplary (A)                            | Competent (B)                                       | Developing (C)                           | Not Yet Demonstrated                       |
| Structure and Content                  |                 |   |  |   |  |  |
|  |                 | Introduction (Attn. Common Gr. Cred Thesis Pre) | B + well-tailored to audience            | All parts present                                   | Missing part(s)                          | Significant issues                         |
|  |                 | Conclusion (Sum/Rev Call to Act Closure)        | B + well-tailored to audience            | All parts present                                   | Missing part(s)                          | Significant issues                         |
|  |                 | Transitions                                     | Summ + prev + sign post                  | Summarize or preview                                | Missing some                             | Missing most                               |
|  |                 | Organizational Pattern                          | Pattern enhances speech                  | Explain problem(s), advocate for solution(s)        | Incomplete problem(s) and/or solution(s) | No clear org pattern                       |
|  |                 | Main Points                                     | Clear w/o seeing outline                 | Match outline                                       | Somewhat unclear                         | Very unclear                               |
|  |                 | Argumentation                                   | B + tailored to audience                 | Logically consistent                                | Unclear logic 1+ times                   | Unclear or fallacious arguments throughout |
|  |                 | Supporting Material                             | In-depth connection to thesis            | Mostly connected to thesis                          | Included                                 | Not included                               |
|  |                 | Source Quality                                  | Quality resources                        | Mostly quality resources                            | Questionable                             | Not included                               |
|  |                 | Citations                                       | Cited 4 sources accurately               | Cited 4 sources w/ error(s)                         | Cited 2-3 sources                        | Cited < 2 sources                          |
|  |                 | Topic   | Persuasive/Urgent/Novel                  | 2 of 3  | 1 of 3                                   | 0 of 3                                     |
|  |                 | Time  | 4-6 min                                  |   | 3-4 or 6-7 min                           | <3 or cut off by teacher                   |
| Write Additional Comments on Next Page |                 |   |  |   | Main Points<br>-<br>-<br>-               |  |
| Delivery                               |                 |   |  |   |  |  |
|  |                 | Volume  | Enhances persuasion                      | Appropriate to context                              | Shout/mumble some                        | Could not hear most                        |
|  |                 | Pitch/Inflection                                | Enhances persuasion                      | Formal; vocal patterns may not enhance presentation | Vocal patterns distract from performance | Monotonous                                 |
|  |                 | Tone  | Enhances persuasion                      | Seems to care                                       | Unable to tell if cares                  | Apathetic                                  |
|  |                 | Rate  | Enhances persuasion                      | Not too fast or slow                                | Sometimes fast or slow                   | Serious concerns                           |
|  |                 | Gestures  | Motivated + natural + reinforced content | Connected to content                                | May appear forced or mechanical          | Not included                               |
|  |                 | Eye Contact                                     | 70%+ at audience                         | 60%+ at audience                                    | 50%+ at audience                         | Limited eye contact                        |
|  |                 | Facial Expression                               | Varied related to content                | Formal, but fine                                    | Low affect                               | Shows disregard                            |
|  |                 | Movement/Posture                                | Poised, motivated movement               | Sometimes shift weight or unmotivated movement      | Weight shift or movement distracting     | Stiff, rigid                               |
|  |                 | Flow  | Smooth, limited fillers                  | Some fillers, breaks                                | Fillers distract                         | Big stops/starts                           |
|  |                 | Anxiety Management                              | Comfortable                              | Overcoming anxiety                                  | Clearly anxious                          | Incomplete speech                          |
|  |                 | Language Use                                    | Engaging                                 | Appropriate   | Mostly appropriate                       | Inappropriate                              |
| Write Additional Comments on Next Page |                 |   |  |   |  |  |

**Additional Comments**



# PUBLIC NARRATIVE



## Public Narrative Assignment Description

Public narrative is a type of storytelling advocacy developed by Marshall Ganz of Harvard University. There are many ways to persuade an audience but one of the most effective strategies is storytelling and telling narratives. This public narrative assignment gives students a rich opportunity to get experience in telling stories to convince listeners. The speaker will tell a story of self (how you came to be affected by the cause/issue), a story of us (how this challenge is impacting us all) and a story of now (what we can do to make a difference on this issue).

The public narrative must include:

### I. **A story of self**

- According to Ganz, this is where you explain "why you were called to what you have been called to." In other words, this is where you tell a story about an experience that has helped to shape your identity and values.
- **Example:** If you have decided you want to become an athletic coach, you might describe how a certain coach or coaching experience helped you reach that decision.
- **Planning notes:** This should be a well-focused story with a plot, setting and characters. A well-crafted account of one brief experience filled with sensory details and well-chosen metaphors will have more impact than a rambling story lacking specific descriptions. Any sources you choose to cite in this section should be well-integrated into the story. For example, if you were talking about the dangers of texting and driving you might say "I learned that day that my friend Jared was one of the more than 3,000 people who, according to the Centers for Disease Control in 2019, die every year in car crashes caused by distracted driving."
- **Suggested time limit:** 2 - 2 ½ minutes



## II. A story of us

- As Ganz explains. "We are all part of multiple "us's" - families, faiths, cultures, communities, organizations, and nations in which we participate with others.... A story of us works *if* people identify with each other on behalf of values that inspire them to act." In practice, this means we should think carefully about the values and traditions we share with those around us to find ways of helping them identify with a cause. In this section of your presentation, you should talk about how the issue you are addressing affects your community, including the people in your audience. You should plan on building common ground with your audience by discussing values and experiences they can relate to. In that way, you are preparing them to hear your "story of now."
- **Example**: If you want to talk about the need for more pre-school teachers, you might cite and explain sources about teacher shortages and explain how everyone in the audience knows a child and believes they deserve to be loved and educated.
- **Planning notes**: Any stories you include in this section will need to be short to leave time for background information and source citations. By including one or more well-crafted "micro-stories" (10 - 30 seconds each), you can help the audience put a human face on a community issue. You should reserve the balance of your time for explaining the scope and seriousness of the issue you are addressing, supported by citations of compelling evidence.
- **Suggested time limit**: 1 ½ - 2 minutes

## II. A story of now (conclusion)

- According to Marshall Ganz, when preparing a story of now, a speaker must ask themselves, "What urgent challenge do you hope to inspire others to take action on? What is your vision of successful action? What choice will you call on members of your community - in this case, your classmates - to make if they are to meet this challenge successfully?" In essence, you are asking the audience to take action to help themselves and others.
- Requirements: Your story of now will serve as the conclusion of your presentation and must include:
  - A concise summary of your thesis and two previous stories
  - Optional: a micro-story (10-30 seconds)
  - A call to action in which you ask your audience to take a specific action to support a cause.
- Example: If you were talking about the need to fund more research for rare diseases, you could, 1) summarize your thesis and two earlier stories and 2) conclude by asking us to contact a politician to ask them to support legislation (ideally with the exact title) to fund such research.
- Planning notes: You may or may not include a micro-story in your story of now. Regardless, it counts as a "story" because you advocate an action aimed at insuring better stories in the future for your community. Examples of other calls to action might include challenging people to change personal habits (e.g., regarding personal fitness or texting and driving), consult with a medical professional (e.g., for personal counseling or health screening) or take a stance (e.g., by signing an online petition or attending an event). The strongest calls to action will be specific and actionable. As an example, if you want us to visit a website, write the address on the board or, better yet, distribute a flier with the website and other important information. Or, if you want us to thank a parent or teacher, you might challenge us to take out our phones and set a reminder to do so.
- Suggested time limit: 45 seconds - 1 minute

**Other Requirements:**

- **Topic Selection:** This is to be a persuasive presentation, meaning you are aiming to convince your audience to change their attitudes, beliefs, and/or actions. When selecting a topic, you should think first about personal experiences that have helped to shape your identity and values. Then think about how those experiences could be linked to an issue of social importance in your community (including your audience).
- **Time Window:** The time window for this speech is four to six minutes.
- **Speaking Notes:** As explained on the course syllabus, notes are not required. If you do speak with notes, you must use 3x5 note cards written on one side only. You may use no more than three note cards. One card should be a key word outline of the structure of your speech. On the others, you may have information about the sources you are citing.
- **Finding Credible Sources:** You must cite at least four credible sources.
- **Oral citation of sources:** You must cite all four sources during your presentation.
- **Prep Sheet:** For this presentation, you will fill out a prep sheet to plan out what you will say.

**You must also create a works cited page in MLA format with at least four sources.**

## Public Narrative Prep Sheet Examples

The following pages present two acceptable alternatives to preparation sheets that can be used to complete this assignment. It is recommended that the instructor choose one for all of the class to use. Although the assignment sheet does not suggest an introduction be used, some teachers may prefer to keep the delivery consistent and require students to use the introduction format. Other teachers may prefer to have students start with the Story of Self. Either way is appropriate and acceptable by the SMSU Communication Studies Program.

The first example includes preparation including an introduction where an attention getter, thesis and preview statement are delivered.

The second example is for those teachers who choose to have students start with the Story of Self with no introduction given.

## Public Narrative Presentation: Prep Sheet with introduction

Please remember, like other speeches, transitions need to be used to connect ideas and show the relationship between what you just said and what story you are about to tell. This speech requires transitions between each point.

1. **Introduction (30 - 45 seconds):** Your introduction must include:
  - An attention step:
  - Common ground:
  - A thesis statement:
  - A preview of the stories you plan to tell:
    - Story of self:
    - Story of us:
    - Story of now:
2. **A Story of Self (2 - 2 ½ minutes):** Tell a well-crafted story including setting, characters, and a clear plot line about how a specific experience came to shape your identity and values. This should also include a thesis statement and a transition into your Story of Us.
3. **A Story of Us (1 ½ - 2 minutes):** Talk about how the issue/problem in question affects people in your community (including the audience). This section of your presentation must include one or more "micro-stories" (10-30 seconds each). You must also cite several sources to help establish the scope and impact of the problem. When you finish the story of us, you need to have a transitional statement into your Story of Now.
4. **A Story of Now (45 seconds - 1 minute):** The story of now serves as your conclusion and must include:
  - A brief summary of your thesis and two previous stories
  - Optional: one more micro-story related to your topic (15-30 seconds)

## Public Narrative Presentation: Prep Sheet

**Please remember, like other speeches, transitions need to be used to connect ideas and show the relationship between what you just said and what story you are about to tell. This speech requires transitions between each point.**

1. **A Story of Self (2 - 2 ½ minutes):** Tell a well-crafted story including setting, characters, and a clear plot line about how a specific experience came to shape your identity and values. This should also include a thesis statement and a transition into your Story of Us.
  
2. **A Story of Us {1 ½ - 2 minutes):** Talk about how the issue/problem in question affects people in your community (including the audience). This section of your presentation must include one or more "micro-stories" (10-30 seconds each). You must also cite several sources to help establish the scope and impact of the problem. When you finish the story of us, you need to have a transitional statement into your Story of Now.
  
3. **A Story of Now (45 seconds -1 minute):** The story of now serves as your conclusion and must include:
  - A brief summary of your thesis and two previous stories
  
  - Optional: one more micro-story related to your topic (15-30 seconds)
  
  - A final (realistic) call to action

## Public Narrative Rubric

| Presenter Name:                        |                 | Evaluator Name:     |  |  | Appropriate Attire?                  |                              |
|--|-----------------|---------------------|--|--|--------------------------------------|------------------------------|
| Thesis Statement/Central Argument:     |                 |                     |  |  |                                      |                              |
| Your Score                             | Points Possible | Category            | Exemplary (A)  | Competent (B)                                  | Developing (C)                       | Not Yet Demonstrated         |
| Structure and Content                  |                 |                     |  |  |                                      |                              |
|  |                 | Story of Self       | Outlines personal story (challenge, choice, and outcome)             | 2 of 3   | 1 of 3                               | Personal Story lacking focus |
|  |                 | Story of Us         | Connects audience with challenge and values of an affected community | Connects audience with an affected community   | Limited connection                   | Lacking connection           |
|  |                 | Story of Now        | Calls audience to action urgently and specifically                   | Specific call to action                        | Limited call to action               | Lacking a call to action     |
|  |                 | Transitions         | Enhances cohesiveness of narrative                                   | Connects sections                              | Missing some                         | Missing most                 |
|  |                 | Narrative Elements  | B + compelling + coherent  | Strong characters, clear plot, sensory details | Clear plot, underdeveloped details   | Unclear plot and details     |
|  |                 | Supporting Material | In-depth connection to thesis  | Mostly connected to thesis                     | Included                             | Not included                 |
|  |                 | Source Quality      | Quality resources  | Mostly quality resources                       | Questionable                         | Not included                 |
|  |                 | Citations           | Cited 4 sources accurately   | Cited 4 sources w/ error(s)                    | Cited 2-3 sources                    | Cited < 2 sources            |
|  |                 | Topic               | Personal/Persuasive/Urgent   | 2 of 3   | 1 of 3                               | 0 of 3                       |
|  |                 | Time                | 4-6 min  |  | 3-4 or 6-7 min                       | <3 or cut off by teacher     |
| Write Additional Comments on Next Page |                 |                     |  |  |                                      |                              |
| Delivery                               |                 |                     |  |  |                                      |                              |
|  |                 | Volume              | Enhances storytelling  | Appropriate to context                         | Shout/mumble some                    | Could not hear most          |
|  |                 | Pitch/Inflection    | Enhances storytelling  | Formal; vocal patterns may not enhance story   | Vocal patterns distract from story   | Monotonous                   |
|  |                 | Tone                | Enhances storytelling  | Seems to care                                  | Unable to tell if cares              | Apathetic                    |
|  |                 | Rate                | Enhances story   | Not too fast or slow                           | Sometimes fast or slow               | Serious concerns             |
|  |                 | Gestures            | Motivated + natural + reinforced content                             | Connected to content                           | May appear forced or mechanical      | Not included                 |
|  |                 | Eye Contact         | 70%+ at audience   | 60%+ at audience                               | 50%+ at audience                     | Limited eye contact          |
|  |                 | Facial Expression   | Varied related to content  | Formal, but fine                               | Low affect                           | Shows disregard              |
|  |                 | Movement/Posture    | Poised, motivated movement   | Sometimes shift weight or unmotivated movement | Weight shift or movement distracting | Stiff, rigid                 |
|  |                 | Flow                | Smooth, limited fillers  | Some fillers, breaks                           | Fillers distract                     | Big stops/starts             |
|  |                 | Anxiety Management  | Comfortable  | Overcoming anxiety                             | Clearly anxious                      | Incomplete presentation      |
|  |                 | Language Use        | B + courageous language of the heart                                 | Illustrate emotional impact of narrative       | Limited emotional connection         | Lacking emotional connection |
| Write Additional Comments on Next Page |                 |                     |  |  |                                      |                              |







# REVISION SPEECH



## Revision Speech Assignment Description

A presentation, like any creative endeavor, benefits from trial, evaluation and revision. The purpose of this assignment is to give you experience in revising and improving the quality of a previous speech. In addition, it will allow you to further hone your verbal and non-verbal delivery skills. **NOTE:** This grade is a separate assignment in addition to the previous grade on the speech (it will not "replace" your earlier grade).

In order to meet the goals and purpose of the assignment, the following technical requirements and guidelines have been developed:

1. **General Purpose/Topic:** You will choose one of the previous major speeches in our class to revise and submit again. You may choose from the Public Narrative, Informative or Persuasive speech. Review your feedback from the instructor and your peers to identify things you will attempt to improve on this revised effort.
2. **Revisions:** You must identify at least three (3) things that you are attempting to improve on this redo of the speech. These should be listed at the top of your outline or preparation sheet (in the case of the public narrative speech). This numbered list should appear above the thesis, which is typically at the top of the outline.
3. **Research/Supporting Materials:** You are required to use outside sources of information in this speech. Specific requirements are as follows...
  - You must use at least *Four (4) sources*.
  - *Oral Documentation:* You must make use of oral documentation whenever using information taken from outside sources whether quoted or paraphrased. All sources listed in the Works Cited must be orally documented in the speech at least once.
4. **Written Components:** Outline (or preparation sheet in the case of the public narrative speech), Works Cited, and Note Cards. These documents may very well be one of the things you attempt to improve on your revised submission. Please remember that a list of at least three items you hope to improve in your revised speech should be at the top of your outline or preparation sheet.
5. **Time Window:** This will be the same as the original assignments -- *4-6 minutes*. As with the previous speeches, for the first 30 seconds over or under the window, 2 points will be deducted from the final grade for the speech. For every 30 second interval after the first, 5 points will be deducted.
6. **Speaking Notes:** The speaker may use speaker notes to present the speech. A maximum of three, 3x5 inch notecards will be allowed. Notes may only be written on one side of the cards. **IMPORTANT:** Speaking notes must be shown to the camera at the end of the speech to confirm note card requirements have been met. Failure to do so may result in a mandatory deduction of a full letter grade on the assignment.
7. **Peer Evaluation:** There will be no peer evaluations required on this speaking assignment.



# LEARNING MANAGEMENT TECHNOLOGIES

DESIRE TO LEARN/BRIGHTSPACE  
AND KALTURA MEDIASPACE



## Learning Management Technologies Overview

For the SMSU COMM 110 class, we utilize two learning management systems: Desire to Learn/Brightspace (or D2L Brightspace) and Kaltura MediaSpace. The following sections will describe in depth how to use these tools. You may also find useful tutorials online to supplement these materials.

In short,

- D2L is a space where you can share materials, have students submit assignments, share grades, and provide feedback.
- Kaltura is an internal video uploading system, similar to YouTube. The biggest difference is YouTube is available publicly, but Kaltura is a more protected space within the SMSU technology space.

## D2L Tools

### Communication tools

You can interact and engage with students using various ways within an online course. For instance, you can post course announcements and create discussion topics. Additionally, you have various methods to deliver course content, such as adding learning materials and recorded lectures in Content.

### Create Announcements

Share important information with your students with an announcement. You can create announcements to communicate course updates, changes, and new information to students quickly and effectively. Since the course home page is the first page students often see when they access the online course, announcements are helpful area to provide instructor-to-student communication.

### Create a new announcement

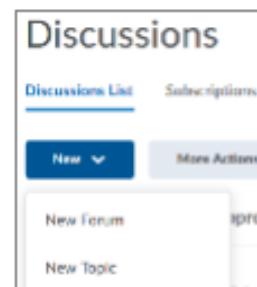
1. From your course homepage, view the Announcements widget.
2. Click on the Announcements drop-down icon, then select New Announcement.
3. Give your announcement a Headline. Then enter a message in the Content field.
4. Click Publish to make the announcement available to your students.

### Discussion Boards

You can use discussions in your online course to encourage students to contribute to class conversations with their classmates. You can set up discussion topics organized under forums for students to ask you questions about course materials, discuss course content and assignments, and work together in assigned groups.

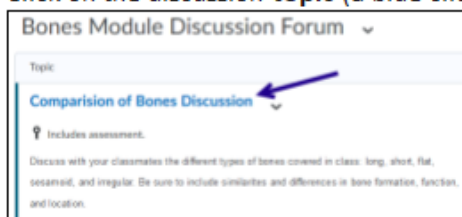
## Create a discussion topic

1. When logged into D2L Brightspace, navigate to your course.
2. From your course navigation bar, click Communication, and then select Discussions.
3. Click on the New button, then select New Topic.
4. Do one of the following:
  - a. Click the New Forum link to create a forum. Enter a Title for the forum in the window, then click Save.
  - b. Select an existing discussion forum from the Forum drop-down menu.
5. Give your topic a Title. Then enter the topic's instructions in the Description field.
6. Click **Save and Close** to make the topic available to your students.

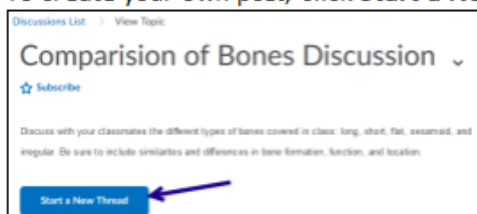


## Post or Reply to a discussion topic

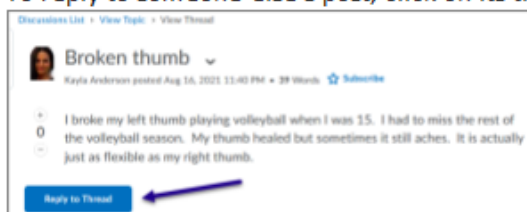
1. When logged into D2L Brightspace, navigate to your course.
2. From your course navigation bar, click **Communication**, and then select **Discussions**.
3. Click on the discussion **topic** (a blue clickable link) to view it.



4. To create your own post, click **Start a New Thread**.



5. To reply to someone else's post, click on its title to view it. Then click **Reply to Thread**.



6. In your post or reply, enter your response. Click Post when finished.

## D2L Assessment Tools

You can assess and grade students using various methods within an online course. You can create assignment folders to collect paper-based, text, or media submissions from your students. You can set up exams that students can take online. With assignments and quizzes, you can send the students' scores to the gradebook.

### Assignments

You can create assignment folders to collect paper-based, text, or media submissions from your students. Students can submit assigned material (such as research papers, outlines, images, media files, etc.) to the assignment folder. You can view student submissions to provide scores and feedback to your students.

Create an assignment folder

1. From your course navigation bar, click Assessments, and then select Assignments.
2. Click the New Assignment button.
3. Enter a Name for the assignment folder.
4. In the Score out of field- Leave blank (i.e. "Ungraded") if the assignment won't be scored.

- Enter the number of points if the assignment will be scored. By default, a **new** grade item will automatically be created in your gradebook. You can select **Choose from Grades** from the drop-down menu to place the **new** grade item in a grade category, or link the assignment to an **existing** grade item.

Score Out Of

100 points

In Grades ▼

Instructions

Choose from Grades

Remove from Grades

Reset to Ungraded

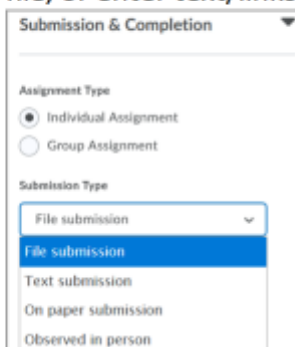
5. You may assign a **Due Date**.

Due Date

6/19/2020 11:59 PM X



6. From the **Submission & Completion** section, select whether students must upload a file, or enter text/links/media in a rich-text field.



Submission & Completion

Assignment Type

Individual Assignment

Group Assignment

Submission Type

File submission

File submission

Text submission

On paper submission

Observed in person

7. From the **Availability Dates & Conditions** sections, you may assign a **Start Date** and **End Date** to the assignment.



Availability Dates & Conditions

Start Date

No start date

End Date

No end date

8. Click **Save and Close** to finish.

## Kaltura MediaSpace Instructions

### **Creating and uploading videos you create (example- Selfie Speech) using Kaltura**

Kaltura is a professional platform for video recordings, meetings, secure and published sharing with its own cloud storage. Videos can be embedded into D2L.

- Visit <https://mediaspace.minnstate.edu/> to access Kaltura.
- Your username and password are your StarID and StarID password.
- Once you log-in, click on the + add new tab in the upper right corner.
- Click on Express Capture in the drop menu.
- Make sure your video space is clear and presentable- if not, clean up the area or move to another space.
- Hit the red circle record button.
- When finished, hit the square next to the time feature to stop.
- You can decide if it was good enough or if you want to record again.
- If you like it, you can download it to your computer, OR you can “use this” and save it in your MediaSpace for easy upload into your discussion post.
- Name it (Last name, Selfie Speech) Mine would be: Goblisch Selfie Speech
- It needs to be unlisted...I will be able to see it, but it won't be public.
- Hit save.
- Once you have it saved, go to the My Media link to make sure it saved properly.
- This video shows you how to then upload the video into D2L discussion posts- it is not an SMSU video but is the same system we use...

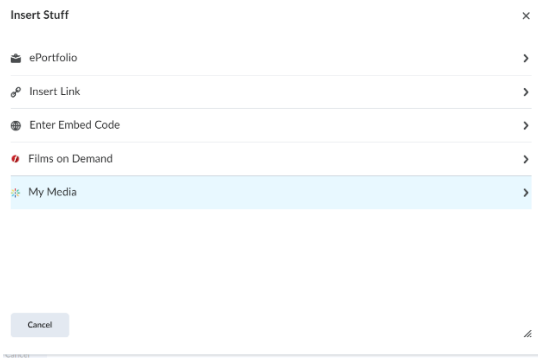
<https://youtu.be/ivr5De88RXs>

### **Creating and uploading videos you create (example- Selfie Speech) using KMS Go – (phone app)**

For those of you recording on your phone instead, download the app KMS go. That will allow you to access Kaltura (KMS Go) on your phone. At that point you can:

- Log in using your Star ID on the KMS go app.
- Click the upload link on the bottom of the screen.
- Take media from camera.
- Record your video there and then save.
- Please check to make sure it is saved and then upload to your discussion post.
- Remember you need to insert “stuff” (has an image of the play, pause, stop, and circle symbols)
- Insert your video from your media on the way bottom of the options- scroll down if you don't see it!

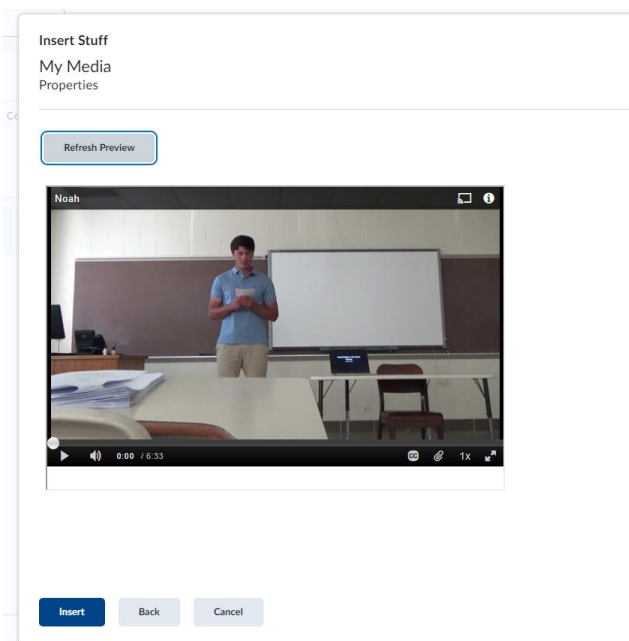




- The My Media link will bring the student to their Kaltura MediaSpace account. Find the video that needs to be uploaded- in this case, Noah- and click Embed.



- On the next screen, click Insert. (If the image doesn't appear relatively quickly, hit the "Refresh Preview" button.)

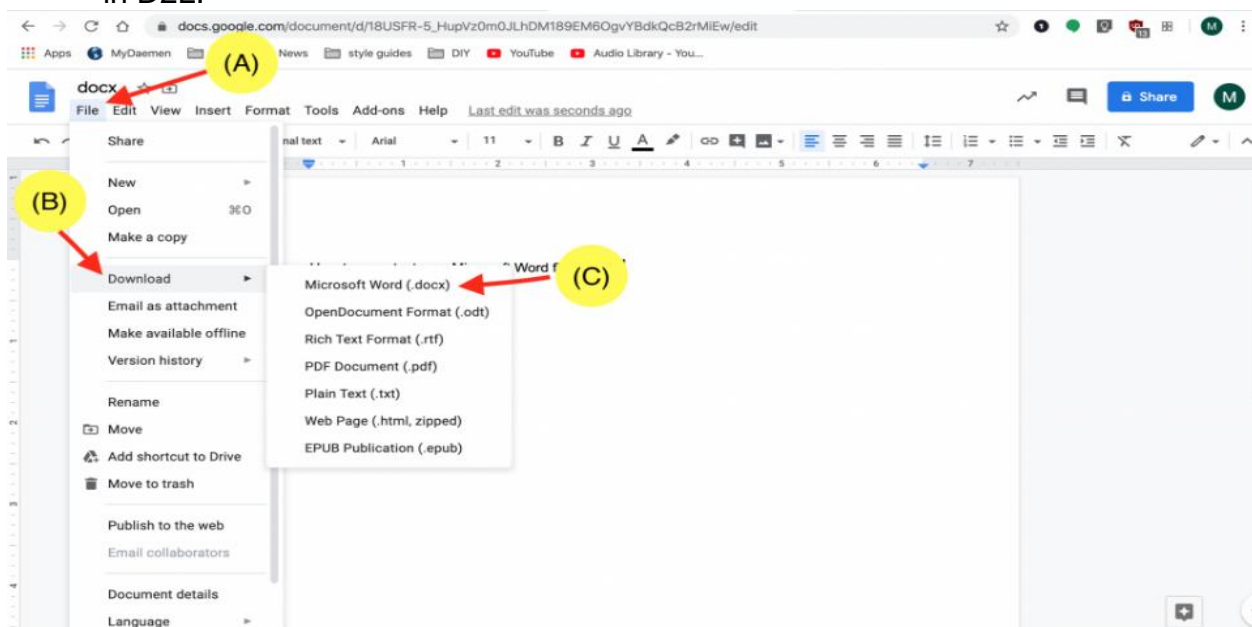


- This will insert the video into the assignment. Depending on the D2L tool used, hit Post or Submit. The student should receive an email at their SMSU email letting them know the assignment was submitted.

## Transferring Google to Microsoft

D2L does not accept Google Docs, therefore, students will need to transfer everything into Microsoft Word before submitting assignments.

1. In the Google Doc, open the file tab.
2. Open the Download tab and select Microsoft Word. This will allow you to open the Google Doc in Microsoft Word to save it on your computer.
3. Next, select the Microsoft Word file when uploading assignments or documents in D2L.



Your file will now download as a Microsoft Word file. You can tell it is a Word file because it has a .docx extension on it.