

SAMPLE adjustment for virtual presentation
Spring 2020

COM 192 Making a Case Assignment

This speech assignment allows you the opportunity to pull together multiple forms of persuasion in support of a clear claim of fact, value, or policy. The topic and stance of your speech are of your choosing; as noted in the syllabus, this course supports free expression, criticism, and discussion of ideas in an atmosphere of tolerance, civility, and mutual respect.

Commented [KB1]: This component is specific to the COM 192 course material. You will want to adjust, depending on your course goals and content.

Commented [KB2]: Ditto.

Your task: Prepare a **5-6 minute** speech in which you **support an argument claim** with (a) evidence and reasoning, (b) at least one motivational appeal, and (c) at least one credibility appeal.

Commented [KB3]: This is content we have covered recently in COM 192. Be specific about your expectations for supporting materials, particularly given consideration of what students may or may not be able to access virtually.

Speech components:

- (1) Your speech should have a clear introduction, body, and conclusion.
 - The introduction should garner audience attention, state the argument claim, and preview your main points.
 - The body should have clear, distinct reasons to support your claim and transitions should support audience understanding and progress through the message.
 - The conclusion should provide a summary of your main points and advocate for the significance of your claim.
- (2) Please use oral citations for sources other than yourself that you use to support your claim. Oral citations are less detailed than footnotes or endnotes in a written essay, but contain enough information to allow audience members to locate a source if they wish to read further (e.g., author, name of publication, year).
- (3) You may use visual aids, though they are not required.
- (4) Timing: practice your speech so that you have **AT LEAST 5 minutes** and do not go over **6 minutes**.
- (5) We will provide time for you to **respond to 2-3 information-seeking questions** from the class audience. This will enable you to use the impromptu speaking skills that we have practiced in the course to address questions.
- (6) Your delivery should be **extemporaneous**, from notes typed in 14 point font for ease of reading. Use key words and phrases for your notes (though you should write out direct quotations, as well as oral citations); do not read from a manuscript and try not to read directly from a full-sentence outline. **Please turn in (a) one copy of your speaker notes** for this speech after you are finished speaking.
- (7) **We will video record all speakers** for this speech.
- (8) On days when you are not speaking, you will serve **EITHER** as an audience member who **completes a written feedback form for a speaker OR is prepared to ask the first question for a speaker**, which is part of your speech grade.

Deleted: If you plan to use PowerPoint slides, please bring them on a flashdrive. Try to come to class a few minutes early to set up your visuals and make sure the technology is working.

Commented [KB5]: Remember to let students know how you will handle time signals. Will you or a peer given them oral time signals (possible in Google Meet and Zoom without needing to shift "presenter" role; not possible in Canvas Conference)? Will you expect them to time themselves (e.g., via their phone, or the timer within an online platform)? They might be willing and able to time themselves, but be conscious that the most apprehensive may find speaking, handling technology platform, and timing themselves overwhelming). Be prepared to be a little generous, but also be prepared to step in as needed.

Deleted: (a) two copies of a full-sentence outline prior to speaking

Commented [KB7]: We will record the class sessions, so this is an easy adjustment. Please see FAQ regarding virtual assignments for technical details.

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Commented [KB8]: We will post a speaker order in Canvas (VERY IMPORTANT!), and each student will know for whom they will write feedback and for whom they will be lead questioner on each presentation day. We have posted the feedback form for the assignment on Canvas, and set the expectation that students will send the completed form as a .pdf by email after class. We will then (as we've been doing all semester) collect the instructor and student feedback forms and send them to each student within a day or two of their presentation.

We are confident that each of you is able to do a very fine job on this speech!