

School for New Learning

DePaul University

Course Syllabus: HC 358 Public Speaking and Presentation Skills for the Workplace

Fall 2009 Loop Campus, Thursday, 6- 9PM

September 10. 09 – November 19. 09 Donald J. McKay, PhD; donjmck@gmail.com

25 E. Jackson, Lewis - Room TBA

Chicago, Illinois 60604

COURSE DESCRIPTION: It is no surprise to most people that speaking in public remains on the top ten lists of “worst fears”. This course is designed to give students an opportunity to identify and move through these fears and build their skills as effective speakers in various settings. Although no previous experience is required, the course attracts experienced speakers who are interested in practicing their skills with a variety of written assignments, presentations and critiques.

Students also practice voice, diction, language use, and body language. Through group work and a variety of presentations, students improve their skills in informal and formal speech. Course work focus is on speech communication: informal speech situations, informative speeches, and persuasive speeches. Public Speaking is more than mechanics and students find and develop their own unique styles. With the support of the class, students discover that the way they present themselves often means the difference between inspiring confidence and conveying apathy.

INSTRUCTOR BIO: Don is an experienced instructional designer and trainer for business, non-profits and government. Don has a history of interactive teacher training incorporating strategies for life-long learning and a record of writing curricula following local and national standards. Don designed and implemented City Colleges of Chicago’s *Adult Education Professional Development Plan for Administrators and Instructors*, and the *New Citizenship Initiative (CCCCNI)*. He has written curriculum and led curriculum teams for the *Illinois State Board of Education (ISBE)*.

Don has experience with adult learners from diverse educational and cultural backgrounds. has lived and worked in Japan and Europe and traveled to more than 25 countries on five continents. He implemented train the trainer programs for *US Peace Corps (USPC)* in Russia for business trainings in marketing, strategic planning, and project management and teacher trainings for curriculum design, teaching methods, and assessment. Don has taught at DePaul for 15 years including History, Public Speaking/Presentation Skills for SNL, and implemented “*Learning Across the Curriculum: Best Practices in Designing and Implementing Curricula*”, to 60 instructors for Gabriel’s College, Bangkok, Thailand. Don taught at University of Maryland branches in Portugal and Japan and The University of Illinois at Chicago (UIC). Don McKay holds a PhD in Immigration History from UIC, MA Linguistics, BA Education. Area specialties include intercultural communication, immigration studies, Chicago history and ethnic groups. Don is an active life-long learner with research, presentations and publications. He published: *Our Global Village, Poland: A Cultural Resource Guide..* His “Career Skills for ESL Students” was featured on *Telemundo Network*. Presentations venues include IACEA, TESOL, Art Institute of Chicago and the University of Chicago. Don McKay draws on his expertise and years of experience and approaches challenges in all settings with effective results.

COMPETENCIES:

H-3-E - Can speak effectively in public settings

1. Understands the principles of effective public speaking.
2. Applies principles of public speaking in more than one type of presentation.

Students demonstrate this competence by learning and applying the principles of public speaking, and evaluating the effectiveness of their public speaking experiences based on established criteria. Students are encouraged to develop this competence by class participation and individual practice in various settings, attentive listening, and self-reflection.

H-2-X - Understands the principles of public speaking, audience analysis and a variety of presentation styles. This competence allows students to create statements that meet their specific learning needs

1. Understands and applies principles of public speaking.

Students choosing this competency focus on audience analysis and presentation styles. An important element in speaking includes the knowledge and skills of presenting to an audience. □ Audiences want to be part of what speakers present. Students discover that audiences are not identical. Audiences have different values, attitudes and interests. You may be asked to appear before audiences in various roles and asked to make a keynote speech, conduct a workshop or serve as a panelist.

F-X Can develop and present an effective speech in a variety of work settings

1. This competence will focus on the principles as stated above and emphasize presentations in work settings. Potential employers are looking for employees who have a variety of general skills and abilities. Public speaking is an “in-demand” transferable skill applied to many different jobs. The ability to communicate effectively is a critical skill in today’s workplace. Individual students may be interested in negotiating changes to FX to fit Focus Area.

OUTCOMES:

H-3-E - Can speak effectively in public settings

Upon completion of this course, students will:

- Understand the historical and theoretical basis of speech as a means of communication, self-expression, and social control in a democratic society.
- Select, research, and develop ideas with breadth of thought, and imagination.
- Organize ideas with an analytical and creative approach.
- Understand audiences and create rapport.
- Use a language style that is appropriate, vivid, and free from grammatical abuses.
- Speak with good pronunciation and articulation.
- Communicate with a body that is poised and free from distracting mannerisms.
- Offer critical evaluation of speeches.
- Demonstrate control of the speaking situation.
- Perform effectively in a variety of formal and informal forms of communication.
- Increase comfort level speaking in groups

H-2-X - Understands the principles of public speaking, audience analysis and a variety of presentation styles.

1. This competence allows students to create statements that meet their specific learning needs.

F-X Can develop and present an effective speech in a variety of work settings.

1. This competence will focus on the principles as stated above and emphasize presentations in work settings. Individual students may be interested in negotiating changes to FX to fit Focus Area.

LEARNING EXPERIENCE:

It is important for you to identify and understand the requirements of your competence at beginning of the course. Class content and assignments are aligned with competences. Cooperative small groups also follow competences. It is important to follow the competence while completing assignments. For those with two competencies, your written assignments and presentations will address the content of each competence. Consult instructor for guidance.

Class begins with a weekly review of speech related experiences and critiques. Students report on what they have observed or experience and how they have applied their competency with presentations or observation of other speakers. The class continues with cooperative small group discussions of theory, application of techniques, preparation, and delivery. Constructive feedback on presentations by instructor and peers assists students to identify and develop their organizational technique, topic development, use of visuals, and delivery. Students experience feedback as part of a process to assess their own progress.

Learning Strategies:

- Attend class weekly; complete assigned readings, complete written assignments.
- Engage in discussion and collaborative learning projects and presentations and communicate by email and/or phone between classes.
- Observe and critique one presentation weekly.
- Practice daily.
- Share one speech or speech selection with class.
- Present a variety of weekly oral presentations. (To be determined)
- Submit written review of one article and website from the text.
- Submit a final outline for the final speech, following proscribed format.

Required Reading & Resource Materials (to be revised):

Textbook Essentials of Public Speaking, 2nd ed. Richard Weaver II

Other Blank cassette. **Suggested readings:** Bibliography attached. The text has received very positive responses in student evaluations. You will be reading the chapters thoroughly. The text is supplemented with articles and other web resources. All readings and handouts are chosen to strengthen and apply skills for life-long learning.

Attendance and Participation: *Attendance and participation are essential. Prior to an absence contact instructor, and a classmate to be your "tutor" for the missed session. Always consult our Blackboard for handouts and assignments. Students missing more than two classes of our ten-week course will not have met the requirements for a passing grade.*

According to the policies of DePaul University: All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class under any circumstances. Please contact the SNL Advising Center (snladvising@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation. Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week. In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee (snlexceptions@depaul.edu). In no case is such a refund allowed more than once at DePaul.

EVIDENCE:

All assignments are typed and submitted on time. Late assignments will be accepted only with excused absence.

H-3-E - Can speak effectively in public settings

Students fulfill this competence by completing assignments as stated in criteria, below.

Assignment content will address learning needs. Specific requirements to address these needs are announced in class.

H-2-X - Understands the principles of public speaking, audience analysis and a variety of presentation styles.

Students fulfill this competence by completing assignments as stated in criteria, below.

This competence allows students to create statements that meet their specific learning needs.

F-X Can develop and present an effective speech in a variety of work settings

Students fulfill this competence by completing requirements above with emphasis on presentations in work settings. You may be interested in negotiating changes to FX to fit Focus Area.

Criteria for evaluating competence:

The basic criteria for evaluating competence includes conceptual understanding, reasoning skills, College-level standards, and relevance to the competence statement:

All assignments follow competence statement(s). Assignments and learning experience are subject to change based on student's individual experiences and needs. Each will align the experience to fit below. Below is the minimum requirement: the criterion for assessment is on your understanding and use of tools for public speaking. All papers are typed, questions are included in answer.

Criteria:

8 written assignments from TEXT weekly	15%
Group presentations/ reports weekly	15%
8 weekly critiques answering weekly reflection question from syllabus	10%
3 individual presentations with outlines	25%
Final individual speech (see addendum for checklist)	25%
Final written outline	10%

Grade scale:

A	95-100	A-	90-94		
B+	87-85	B	83-8	B-	80-82
C+	77-79	C	73-76	C-	70 72
D+	67-60	D	63-66	D-	62- 60
				59-	F

Written Work Will be Evaluated As Follows:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of ideas.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas,

grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly

Presentations will be Evaluated As Follows:

Content The speech topic is appropriate for the specific purpose of the speech and the audience. The development of the topic represents the speaker's unique and original approach in research. Content includes facts, statistics, examples, experiences, and professional perspectives, as appropriate for the speech. The speech goal and main points are clearly stated and supported by credible research.

Organization. The speech offers an introduction that attracts the audience's attention and orients the listeners to the goal of the speech. A clearly stated thesis statement is an overview of the main points. The body of the speech offers well differentiated and developed main points presented in an appropriate order. The speech concludes with a summary of major points and an appropriate final impression.

Wording. The speech integrates effective wording and imagery to define, elaborate, and emphasize key elements of the speech. Transitions are included to guide the audience through the speech. An audience centered approach reveals language adapted to the listeners.

Delivery. The speaker uses effective verbal and nonverbal communication skills in spontaneous/extemporaneous delivery. S/he connects with the audience through eye contact, posture, body movements and gestures, and enthusiasm, and appears at ease. The speaker uses visual aids appropriately. S/he speaks clearly and articulately and varies his/her voice for emphasis. S/he completes the speech in the time allotted.

Outline. The speaker develops a complete sentence outline that develops the speech in a logical format.

PASS/FAIL

If you elect P/F option, notify instructor not later than second week of class.

Some courses are graded on a Pass/Fail basis. Students have the option of taking the course Pass/Fail and will inform the instructor the first two weeks of the course. Once students commit to taking a course Pass/Fail, they cannot switch back to a letter grade.

Incompletes:

Under no circumstances, is the instructor obligated to assign incompletes. Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed three-fourths of assignments.

In order for a student to have an incomplete (IN) grade granted in this course, there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues). The student will need to initiate and file an SNL Incomplete grade contract before the final session of the course to receive an incomplete grade. Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

CLASS SCHEDULE:

All homework assignments are due as assigned. Written assignments are typed, with page number or title of assignment. Discussion questions for cooperative small group are provided for group review. Take notes during all AV presentations.

Class 1 Public Speaking and Communication: Class Introduction

Reflect; What are 3 suggested ways to deal with public speaking apprehension?

How can communication skills give you more self-confidence?

In This Unit You Will Learn: The Benefits of Public Speaking

Public Speaking Provides Training in:

Personal Competencies

Social Competencies

Academic and Career Skills

In class, cooperative small group discussion, p. 14, 1- 3, in class.

Homework Due: Written assignment and present to class p. 32 # 4, 5, and 6.

Preparation for groups, p.32 # 1, 2, 3 for discussion

Class 2 The Basics

Reflect: What are the nine components of a speech event?

Describe the process of speech preparation.

The Essential Elements of **Public Speaking**

Audience, Context, Physical, Socio-Psychological, Temporal, Cultural, Delivery, Ethics

Why is “responsibility” listed as a role in speech making?

Video: *How to Make a Speech*, Steve Allen, McGraw Hill, 37 min.

Present p. 32 # 4, 5, and 6. Groups, p. 32 # 1, 2, and 3 for discussion

Homework Due: Present & submit p. 46 # 1, 3, and 5. Groups p. 46 # 4; Groups present p. 59 # 5.

Class 3 Listening and Audience Analysis

Reflect: What suggestions are there for barriers to effective listening? Why is feedback important?

Analyze Your Audience

Present and submit p. 46 # 1, 3, and 5. Groups p. 46 # 4; Groups present p. 59, # 4

Video: *Persuasive Speaking: Effective Speeches and Presentations*: 60 min.

Homework Due: Groups Present p. 78 # 2, 3, and 4

Class 4 Finding Originality and Focus

Reflect: Why am I giving this talk? What do I want the audience to know or do? How do I want them to feel?

Preparing and Presenting a Speech

Select Your Topic Topics are: Worthwhile, Limited in Scope

Select Your Purpose: Informative Speech: Persuasive Speech: Special Occasion

Determine General Purpose, Specific Purpose and Central Thesis.

Video: *How to Speak with Confidence*: Bruce Decker, 46 min.

Groups present p. 78 # 2, 3, and 4.

Homework Due: Present and submit p.103 #1. Group’s present p.104 # 6; p. 117 # 5

Class 5 Discovering and Organizing Information

Reflect: Identify the effective steps for discovering and organizing information.

Complete a personal inventory to determine your understanding of the topic.

Research Your Topic - Sources

Libraries, Books; Periodicals; Newspapers; Reference Materials; CD-ROM Data Bases

Government Documents; The Internet/World Wide Web; Search Engines: Info seek. Yahoo,
Lycos, HotBot; Online Libraries Online Newspapers and Periodicals;

Present and submit p.103 #1. **Group's present** p.104 # 6; p. 117 # 5.

Homework Due: Present and submit p. 136 # 6. **Groups**, p.137 endnote # 19.

Class 6 Introductions, Transitions, and Conclusions

Reflect: Which of these do I need to improve?

Thesis and Major Propositions One Idea Audience is to Retain

Questions to Get Propositions Informative – What or How? Persuasive – Why?

Preparing and Presenting a Speech I

Support Your Propositions

Informative Speech

Describe; Illustrate; Define; Persuasive; Evidence; Argument; Motivation

Preparing and Presenting a Speech II

Organize Your Speech Select Logical Points Supporting Sub-Points; *A...B...C...; Because...*

Preparing and Presenting a Speech III

Simple, Concrete Words; Informal Language; Don't Write Out Entire Speech, Speech Title

Preparing and Presenting a Speech IV

Introductions; Gain Attention; Establish Connection; Orient Audience; Conclusions

Summarize Ideas; Wrap Up Speech; Transitions

Final speech topic outlines due. (7 to 10 minutes including Q&A) Consult Ch. 5, p. 67-8.

Present and submit p. 136 question # 6. **Groups**, p.137 endnote # 19.

Homework Due: Present and submit, p. 149 #5. **Groups**, p. 149 # 4, 6, 7; p. 163 # 4 and 5.

Class 7 Credibility and Language

Reflect: How do you present your credibility? What does my language say about me?

Preparing and Presenting a Speech

Rehearse Your Speech

Practice, Practice, Practice

Time Your Speech

Practice Difficult Terms

Presenting a Speech

Deliver Your Speech

Use Voice and Body to Help Message

Be Enthusiastic

Maintain Eye Contact

Present and submit, p. 149 #5. **Groups**, p. 149 # 4, 6, 7, p. 163 # 4 and 5.

Homework Due: Present for critique, p. 182 # 2. **Groups**, p. 182 #4.

Class 8 Delivery: Visual Support

Reflect: How can visuals to enhance my presentation? What are some misuses of visuals?

Present critique, p. 182 # 2. **Groups**, p. 182 #4.

Class 9/10 Delivering the final speech (7-10 minutes including Q & A)

Class 11 All final outlines, projects, or tapes are due.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>. [In addition, consider adding the Writing Centers' syllabus supplement available here <http://condor.depaul.edu/~writing/html/fac/supplements.html>]

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted: Plus Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or; The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.

Protection of Human Research Participants

[For courses with a student research component only.] This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (<http://research.depaul.edu>) for additional information and guidance.

Addendum 1

How to give effective evaluations

Evaluation has several objectives, including:

To give the speaker your honest reaction in a constructive manner.

To teach the evaluator to listen, clearly, precisely and attentively.

To give the evaluator an opportunity to practice delivering an oral evaluation.

When you are the evaluator Become familiar with the objectives and goals. This helps you listen and watch for specific areas. Talk to the speaker to get an understanding of the speaker's goals and for any areas the speaker wants feedback.

Before and During the speech Listen to the speech. What strikes you? These can be either great things or not so great things. Look for things that are missing. Especially consider the project's goals.

Presenting feedback

Be positive. Tell the speaker what you thought went well, what you enjoyed. Say "I liked the example used to support the first point. I identify with the cat in that story." or "The speaker really nailed the closing. I was motivated to act on the suggestion to write to my Alderman." Always conclude on a positive comment.

Be specific. Rather than saying "The speaker had distracting hand gestures" say "When the speaker pounded on the lectern, it distracted me from what he was trying to say because it was too loud."

Be constructive. Rather than saying "The voice is monotone" say "The speaker's voice has good volume. I would like to see more variety in pacing and pitch to emphasize the different points of view presented."

Effective evaluations are an irreplaceable part of the Toastmasters educational mission. The speaker, the evaluator, and others all benefit from effective evaluations.

Criteria for Evaluation

1. **Analytical Quality**- clear, focused

Analytical Quality refers to the effectiveness of the evaluation. Every evaluation should carefully analyse the strengths and weaknesses of the presentation. Were your comments clear and logical? Did you identify specific strengths and weaknesses ?

2. **Recommendations** - positive, specific, helpful

Point out the strengths and weaknesses of the speech, and offer specific recommendations for improvement. Recommendations should be practical, helpful and positive, and they should enable the speaker to improve next time.

3. **Technique** - sympathetic, sensitive, motivational

Technique refers to the manner in which you present your comments and recommendations. You should be sensitive to the feelings and needs of the speaker, yet inspire and encourage the speaker in

his or her future speaking efforts.

4. **Summation** - concise, encouraging

This is how you conclude the evaluation. You should briefly summarize your comments and suggestions, and be positive and encouraging.

Toastmaster Magazine Articles: November 2002 The Ease of Evaluations, Build Your Skill

January 2005 When you are the Evaluator *February 2007* 3 Points to Keep Your Evaluation On Target, Do you Dread Receiving an Evaluation?, If Only I'd Said ... Mastering the Art of Self-Evaluation, Learning to (almost) like Criticism

Stretch your evaluation vocabulary

Try substituting the words in bold for the examples given:

great □ able, absolute, aces, adept, admirable, adroit, bad, best, cold, complete, consummate, downright, dynamite, egregious, exceptional, excellent, expert, fantastic, fine, first-rate, heavy, marvelous, masterly, number one, out-and-out, perfect, positive, proficient, skilled, skillful, surpassing, terrific, total, , transcendent, tremendous, unmitigated, unqualified, utter, wonderful

excellent □ accomplished, admirable, attractive, capital, certified, champion, choice, choicest, desirable, distinctive, distinguished, estimable, exceptional, exemplary, exquisite, fine, finest, first, first-rate, high, incomparable, invaluable, magnificent, meritorious, notable, noted, outstanding, peerless, premium, priceless, prime, select, skillful, sterling, striking, superb, superior, superlative, supreme, tiptop, top-notch, transcendent, wonderful

good □ acceptable, ace, admirable, agreeable, bad, bully, capital, choice, commendable, congenial, deluxe, favorable, first-class, first-rate, gratifying, great, honorable, marvelous, nice, pleasing, pleasant, positive, precious, prime, reputable, satisfactory, satisfying, select, shipshape, sound, spanking, splendid, sterling, superb, tip-top, valuable, welcome, wonderful, worthy

effective □ able, active, adequate, capable, cogent, compelling, competent, convincing, direct, effectual, efficacious, efficient, emphatic, energetic, forceful, forcible, impressive, live, moving, operative, persuasive, potent, powerful, practical, producing, productive, resultant, serviceable, serving, sound, striking, sufficient, telling, useful, valid,

able □ adept, adequate, adroit, alert, bright, capable, cleft, competent, cunning, dexterous, easy, effortless, endowed, equipped, facile, fitted, intelligent, knowing, powerful, ready, smart, strong, worthy, qualified

satisfactory □ A-OK, adequate, all right, ample, average, cogent, comfortable, competent, cool, decent, enough, fair, fulfilling, gratifying, groovy, passable, pleasing, satisfying, solid, sound, sufficient, suitable, tolerable, valid

brilliant □ accomplished, acute, astute, brainy, bright, celebrated, clever, discerning, egghead, eminent, excellent, exceptional, expert, genius, gifted, glorious, illustrious, ingenious, intellectual, inventive, knowing, knowledgeable, magnificent, masterly, outstanding, penetrating, profound, quick, , smart, splendid, superb, talented

improve □ advance, ameliorate, amend, augment, better, boost, civilize, convalesce, correct, cultivate, develop, doctor up, edit, elevate, emend, enhance, gain ground, gain strength, grow better, help, increase, lift, look up, make strides, meliorate, mend, perk up, pick up, polish, progress, promote, purify, raise, rally, recover, rectify, recuperate, refine, reform, revamp, revise, shape up, sharpen, straighten out, take off, touch up, update, upgrade

bad □ abominable, amiss, atrocious, awful, bad news, beastly, blah, bummer, careless, cheap, cheesy, crappy, cruddy, crummy, defective, deficient, diddly, dissatisfactory, downer, dreadful, erroneous, fallacious, faulty, garbage, godawful, gross, grungy, icky, imperfect, inadequate, incorrect, inferior, junky, lousy, not good, off, poor, raunchy, rough, sad, sleazy, slipshod, stinking, substandard, synthetic, the pits, unacceptable, unsatisfactory

poor □ base, below par, common, crude, diminutive, dwarfed, faulty, feeble, humble, imperfect, inadequate, incomplete, inferior, insignificant, insufficient, lacking, low-grade, lowly, meager, mean, mediocre, miserable, modest, niggardly, ordinary, paltry, paltry, pitiable, pitiful, plain, reduced, scanty, second-rate, shabby, shoddy, skimpy, slight, sorry, sparse, subnormal, subpar, substandard, trifling, trivial, unsatisfactory, valueless, weak, worth

develop □ actualize, advance, amplify, augment, beautify, broaden, build up, cultivate, deepen, dilate, elaborate, enlarge, enrich, evolve, exploit, extend, finish, heighten, improve, intensify, lengthen, magnify, materialize, perfect, polish, promote, realize, refine, spread, strengthen, stretch, unfold, widen, work out

elaborate □ add detail, amplify, bedeck, clarify, comment, complicate, decorate, develop, devise, discuss, embellish, enhance, enlarge, evolve, expatiate, explain, expound, flesh out, garnish, interpret, ornament, particularize, polish, produce, refine, specify, work out

correct □ alter, amend, better, change, clean up, cure, debug, do over, doctor, edit, fiddle with, fix up, go over, help, improve, launder, make over, make right, mend, pay dues, pick up, polish, reclaim, reconstruct, rectify, redress, reform, regulate, remedy, remodel, reorganize, repair, retouch, review, revise, right, scrub, set right, set straight, shape up, shape up, straighten out, touch up, turn around, upgrade

change □ accommodate, adapt, adjust, alter, alternate, commute, convert, diminish, diverge, diversify, evolve, fluctuate, make innovations, make over, merge, metamorphose, moderate, modify, modulate, mutate, naturalize, recondition, redo, reduce, reform, regenerate, remake, remodel, renovate, reorganize, replace, resolve, restyle, revolutionize, shape, shift, substitute, tamper with, temper, transfigure, transform, translate, transmute, transpose, turn, vacillate, vary, veer, warp

Taken from : Roget's Interactive Thesaurus, First Edition (v 1.0.0) Copyright - 2003 by Lexico Publishing

Addendum 2
Final Presentation Rubric: 25 points
Excellent + 3; Satisfactory 2; Unsatisfactory 1

1. Chooses and narrows a topic appropriate for the audience & occasion.

EXCELLENT the topic and focus are exceptionally appropriate for the purpose, time constraints, and audience, and reflects unusually insightful audience analysis.

SATISFACTORY the topic and focus are appropriate for the purpose, time constraints, and audience. and reflects appropriate analysis of a majority of the audience.

UNSATISFACTORY the topic and focus are not appropriate for the purposes, time constraints, or audience. and there is little or no evidence of successful audience analysis.

2. Communicates the thesis/specific purpose in a manner appropriate for audience & occasion.

EXCELLENT the thesis/specific purpose is exceptionally clear and identifiable. There is no question that all audience members understand clearly, within the opening few sentences, the specific purpose/thesis of the speech.

SATISFACTORY The thesis/specific purposes is adequately clear and identifiable. A majority of the audience understands clearly, within the opening few sentences of the speech, the specific purpose/thesis of the speech.

UNSATISFACTORY The thesis/specific purposes are inadequately clear and identifiable. A majority of the audience could not understand clearly the specific purpose/thesis of the speech.

3. Provides appropriate supporting material based on the audience and occasion.

EXCELLENT The supporting material is exceptional in quality and variety, linked to the thesis of the speech, and is of such quality that it enhances the credibility of the speaker and the clarity of the topic

SATISFACTORY The supporting material is appropriate in quality and variety, linked to the thesis of the speech, and adds a measurable level of interest to the speech.

UNSATISFACTORY The material is inappropriate in quality and variety only vaguely related to the thesis, either too great or too little to do anything but detract from the effectiveness of the speech.

4. Uses an appropriate introduction and conclusion and provides a reasonably clear and logical progression within and between ideas

EXCELLENT an exceptional introduction and conclusion provides an exceptionally clear and logical progression within and between ideas. The introduction engages a majority of the audience in an appropriate manner, the body of the speech reflects clarity in organization, and the conclusion reflects the content of the speech and leaves a majority of the audience with a clear message or call to action.

SATISFACTORY the introduction and conclusion provides a reasonably clear and logical progression within and between ideas. The introduction clearly engages a majority of the audience in an appropriate manner, the body of the speech reflects clarity in organization, and the conclusion reflects the content of the speech and leaves a majority of the audience with a clear message or call to action.

UNSATISFACTORY The introduction and conclusion fails to provide a reasonably clear and logical progression within and between ideas The introduction fails to engage the audience in an appropriate manner, the body of the speech reflects lack of clarity in organization, and the conclusion fails to leave the audience with a clear message or call to action.

5. Uses language that is appropriate to the audience, occasion, & purpose and demonstrates an ability to insert spontaneous comments in adapting ideas to the specific audience.

EXCELLENT the language is exceptionally clear, vivid, and appropriate and inserts spontaneous comments with ease and confidence. The language enhances audience comprehension and enthusiasm, while adding a measure of creativity adapting to the audience and displays exceptional sensitivity with denotation and connotation of meaning

SATISFACTORY The language is clear, vivid, and appropriate and occasionally inserts spontaneous comments. Language is free of inappropriate jargon, is nonsexist, is no racist, etc. and exhibits a limited degree of comfort with impromptu additions to his/her text.

UNSATISFACTORY the speaker uses unclear or inappropriate language with no spontaneous additions to the speech. The speaker used inappropriate jargon, or language, which is sexist, racist, etc. and exhibits discomfort

with anything but delivery of the prepared text.

5. Uses vocal variety in rate, pitch and intensity to heighten and maintain interest. Uses pronunciation, grammar, and articulation appropriate to the audience.

EXCELLENT the speaker has exceptional pronunciation, grammar, and articulation, and makes exceptional use of vocal variety. Properly formed sounds enhance the message, with no pronunciation or grammatical errors. Vocal delivery is exceptionally and appropriately well paced, easily heard, and uses variety in pitch to enhance the message.

SATISFACTORY Acceptable articulation with a few pronunciation and grammar errors, and makes acceptable use of vocal variety in a conversational mode of delivery. Most sounds are properly formed, and a few (1-2) minor errors in pronunciation and grammar. Only occasional weakness in pace, volume, pitch, etc. not detracting from the quality or impact of the speech.

UNSATISFACTORY fails to use acceptable vocal variety, articulation, pronunciation, and grammar and fails to speak in a conversational mode. Frequent errors in pronunciation and grammar make it difficult for the audience to understand. The speaker shows frequent weaknesses in controlling and adapting pace, volume, pitch, etc. resulting in detraction from the quality or impact of the speech.

6. Uses physical behaviors that support the verbal message & communicates engagement with audience through confidence, sincerity & enthusiasm for the topic.

EXCELLENT Exceptional posture, gestures, bodily movement, facial expressions, eye contact, and use of dress that engage the audience and demonstrates confidence, sincerity, and enthusiasm for the topic, while supporting the message and enhancing commitment to the topic for active relationship with the audience.

SATISFACTORY Acceptable posture, gestures, bodily movement, facial expressions, eye contact, and use of dress that engages the audience and shows some confidence, sincerity, and enthusiasm for the topic. Supports the message with minor inconsistencies that neither significantly distracts from the speaker's credibility with the audience nor interferes with the message.

UNSATISFACTORY Failure to use acceptable posture, gestures, bodily movement, facial expressions, eye contact, and use of dress, fails to engage the audience and shows little to no confidence, sincerity, and enthusiasm for the topic. Visuals are incongruent with the intent and detract from the speaker's credibility with the audience as well as distracting the audience from the message.

7. If visual aids are included they are appropriate to audience, occasion, and purpose.

EXCELLENT the speaker uses excellent visual aids that are vivid, clear, and appropriate to the audience, occasion, and topic. The visual aids complement rather than distract from the verbal message. The speaker shows excellent control of the environment.

SATISFACTORY the speaker makes adequate use of visual aids. The visual aids are of satisfactory quality to a majority of the audience and the speaker shows adequate control of their use.

UNSATISFACTORY the visual aids employed are poor and either distracting to the verbal message or only vaguely related to the central topic. The majority of the audience finds the visual aid both poorly prepared and executed.

8. The final speech outline contains General Purpose, Specific Purpose, and Central Thesis.

EXCELLENT an exceptional General Purpose, Specific Purpose, and Central Thesis provides an exceptionally clear and logical outline for the delivery and engages a majority of the audience with a clear message or call to action.

SATISFACTORY the General Purpose, Specific Purpose, and Central Thesis provide a reasonably clear and logical outline that clearly engages a majority of the audience and leaves a majority of the audience with a clear message or call to action.

UNSATISFACTORY the General Purpose, Specific Purpose, and Central Thesis fail to provide a reasonably clear and logical outline that engages a majority of the audience and does not leave the audience with a clear message or call to action.