

## Presentation Assignment

You will each record your presentation and simply post the link in the assignment folder in D2L.

There are two main options for recording your presentation.

1) You can use Zoom and host a "meeting" and record that, then share the link. Here are instructions on doing

this: <https://wiki.millersville.edu/display/instructdocs/Student+Presentations>

2) You can use MU Video Capture and upload the presentation to MU Video and then post that link in the assignment folder in D2L. Here are instructions on doing

this: <https://wiki.millersville.edu/display/instructdocs/Assignment+Assistance+-+Student+Presentations>

In either case, your presentation should be roughly 10 minutes long (significantly longer or shorter presentations -- less than 8 minutes or longer than 11 minutes will result in point deductions). You should use appropriate media (PowerPoint, etc.)

I am attaching the rubric that I will use when grading the presentations. Note that although I will be the only one watching the presentations, they should be delivered as though the entire class is your audience (so on the rubric, when it talks about "audience", the 330 class should be your intended audience).

Presentations are due on Monday, May 4th at 11:59pm in D2L.

FAQs:

1) Yes, you may include a short video clip (1 minute max) from another source if it is relevant to the topic on which you are presenting.

	Public Speaking Rubric Evaluation Criteria				
Outcomes	Advanced 4	Proficient 3	Basic 2	Minimal 1	Not Evident/ Deficient 0
<b>1. Selects a topic appropriate to the audience and occasion</b>	Topic engages audience; topic is worthwhile, timely, and presents new information to the audience	Topic is appropriate to the audience and situation and provides some useful information to the audience	Topic is untimely or lacks originality; provides scant new information to audience	Topic is too trivial, too complex, or inappropriate for audience; topic not suitable for the situation	A single topic cannot be deduced
<b>2. Formulates an introduction that orients audience to topic and speaker</b>	Excellent attention getter; firmly establishes credibility; sound orientation to topic; clear thesis; preview of main points cogent and memorable	Good attention getter; generally establishes credibility; provides some orientation to topic; discernible thesis; previews main points	Attention getter is mundane; somewhat develops credibility; awkwardly composed thesis; provides little direction for audience	Irrelevant opening; little attempt to build credibility; abrupt jump into body of speech; thesis and main points can be deduced but are not explicitly stated	No opening technique; no credibility statement; no background on topic; no thesis; no preview of points
<b>3. Uses an effective organizational pattern</b>	Very well organized; main points clear, mutually exclusive and directly related to thesis; effective transitions and signposts	Organizational pattern is evident, main points are apparent; transitions present between main points; some use of signposts	Organizational pattern somewhat evident; main points are present but not mutually exclusive; transitions are present but are minimally effective	Speech did not flow well; speech was not logically organized; transitions present but not well formed	No organizational pattern; no transitions; sounded as if information was randomly presented

<b>4. Locates, synthesizes and employs compelling supporting materials</b>	All key points are well supported with a variety of credible materials (e.g. facts, stats, quotes, etc.); sources provide excellent support for thesis; all sources clearly cited	Main points were supported with appropriate material; sources correspond suitably to thesis; nearly all sources cited	Points were generally supported using an adequate mix of materials; some evidence supports thesis; source citations need to be clarified	Some points were not supported; a greater quantity/ quality of material needed; some sources of very poor quality	Supporting materials are non-existent or are not cited
<b>5. Develops a conclusion that reinforces the thesis and provides psychological closure</b>	Provides a clear and memorable summary of points; refers back to thesis / big picture; ends with strong clincher or call to action	Appropriate summary of points; some reference back to thesis; clear clincher or call to action	Provides some summary of points; no clear reference back to thesis; closing technique can be strengthened	Conclusion lacks clarity; trails off; ends in a tone at odds with the rest of the speech	No conclusion; speech ends abruptly and without closure
<b>6. Demonstrates a careful choice of words</b>	Language is exceptionally clear, imaginative and vivid; completely free from bias, grammar errors and inappropriate usage	Language appropriate to the goals of the presentation; no conspicuous errors in grammar; no evidence of bias	Language selection adequate; some errors in grammar; language at times misused (e.g. jargon, slang, awkward structure)	Grammar and syntax need to be improved as can level of language sophistication; occasionally biased	Many errors in grammar and syntax; extensive use of jargon, slang, sexist/racist terms or mispronunciations
<b>7. Effectively uses vocal expression and paralanguage to engage the audience</b>	Excellent use of vocal variation, intensity and pacing; vocal expression natural and enthusiastic; avoids fillers	Good vocal variation and pace; vocal expression suited to assignment; few if any fillers	Demonstrates some vocal variation; enunciates clearly and speaks audibly; generally avoids fillers (e.g. um, uh, like)	Sometimes uses a voice too soft or articulation too indistinct for listeners to comfortably hear; often uses fillers	Speaks inaudibly; enunciates poorly; speaks in monotone; poor pacing; distracts listeners with fillers

<p><b>8. Demonstrates nonverbal behavior that supports the verbal message</b></p>	<p>Posture, gestures, facial expression and eye contact well developed, natural, and display high levels of poise and confidence</p>	<p>Postures, gestures and facial expressions are suitable for speech, speaker appears confident</p>	<p>Some reliance on notes, but has adequate eye contact, generally avoids distracting mannerisms</p>	<p>Speaker relies heavily on notes; nonverbal expression stiff and unnatural</p>	<p>Usually looks down and avoids eye contact; nervous gestures and nonverbal behaviors distract from or contradict the message</p>
<p><b>9. Successfully adapts the presentation to the audience</b></p>	<p>Speaker shows how information is personally important to audience; speech is skillfully tailored to audience beliefs, values, and attitudes; speaker makes allusions to culturally shared experiences</p>	<p>Speaker implies the importance of the topic to the audience; presentation is adapted to audience beliefs, attitudes and values; an attempt is made to establish common ground</p>	<p>Speaker assumes but does not articulate the importance of topic; presentation was minimally adapted to audience beliefs, attitudes, and values; some ideas in speech are removed from audience's frame of reference or experiences</p>	<p>The importance of topic is not established; very little evidence of audience adaptation; speaker needs to more clearly establish a connection with the audience</p>	<p>Speech is contrary to audience beliefs, values, and attitudes; message is generic or canned; no attempt is made to establish common ground</p>

Additional Performance Standards can be found on following page.

<b>Additional Performance Standards (To be added to grading rubric as needed)</b>					
<b>10. Skillfully makes use of visual aids</b>	Exceptional explanation and presentation of visual aids; visuals provide powerful insight into speech topic; visual aids of high professional quality	Visual aids well presented; use of visual aids enhances understanding; visual aids good quality	Visual aids were generally well displayed and explained; minor errors present in visuals	Speaker did not seem well practiced with visuals; visuals not fully explained; quality of visuals needs improvement	Use of the visual aids distracted from the speech; visual aids not relevant; visual aids poor professional quality
<b>11. Constructs an effectual persuasive message with credible evidence and sound reasoning</b>	Articulates problem and solution in a clear, compelling manner; supports claims with powerful /credible evidence; completely avoids reasoning fallacies; memorable call to action	Problem and solution are clearly presented; claims supported with evidence and examples; sound reasoning evident; clear call to action	Problem and solution are evident; most claims are supported with evidence; generally sound reasoning; recognizable call to action	Problem and/or solution are somewhat unclear; claims not fully supported with evidence; some reasoning fallacies present; call to action vague	Problem and/or solution are not defined; claims not supported with evidence; poor reasoning; no call to action