

SYLLABUS • Autumn 2020

Professional Speaking Skills CCH/HC 221

DePaul University
14 E Jackson, Suite 1400
Chicago, IL 60604

School for New Learning
Department Phone: 312.362.8001

COURSE INFORMATION

Course number:	CCH/HC 221 (College Core, Human Community)
Course start/end dates:	Oct 14 – Nov 24, 2020
Location and Delivery Mode:	Virtual; Online hybrid (combo of synchronous and asynchronous)
Synchronous meeting dates/times:	Oct 20: 5:45-6:45 pm. Oct 27: 5:45-7:45 pm. Nov 17: 5:45-7:15 pm
Credit hours:	2
D2L:	D2L is the Learning Management System. This syllabus is also posted there.

INSTRUCTOR INFORMATION

Name:	Anne Scarlett
E-mail address:	ascarle2@depaul.edu (Best way to reach me.)
Cell Phone and Facetime:	773.251.8132
Appointment availability:	By appointment, using phone, Facetime, or Zoom.

COURSE DESCRIPTION

Authentic, credible oral communication is paramount to attain professional and personal success. The purpose of this course is to hone each student's ability to orally communicate effectively and with ease. Regardless of the starting point—as a beginner or a seasoned speaker—we will identify personal strengths and areas for improvement, and work upward from there.

With an emphasis on the professional environment, we will explore a variety of common scenarios. Students will gain practical techniques to improve performance—ranging from formal presentations to meeting facilitations to impromptu thinking. These workplace opportunities are abundant, and participants will learn methods to shine within each!

Because we represent different industries, backgrounds, and experience levels, we will employ a mix of individual and collaborative activities. The latter will ensure that we are capitalizing on resources within our unique learning group. Students will be encouraged to select topics that are relevant to their respective careers. As well, students may use this class as an opportunity to work on their real-life speaking scenarios(s), provided it fits within the assignment parameters.

LEARNING OUTCOMES and COMPETENCIES

Through the course, participants will strengthen their ability to:

- Prepare audience-centric formal presentations. {via outlining; speech plan-of-action.}
- Apply effective delivery techniques in formal and informal oral communication contexts. {via impromptu speeches; in-class exercises.}
- Identify and evaluate the structure and techniques in presentations. {via self-evaluations; peer evaluations; paper comparing professionals.}

If you are in the former SNL program, please see your advisor about which competencies are satisfied by this course.

LEARNING RESOURCES and STRATEGIES

Required resources: All required reading material will be posted on D2L.

Optional resources: Recommended reading will be assigned from these sources:

Lucas, Stephen. The Art of Public Speaking. New York: The McGrawHill Companies. 2012. 11th Edition. ISBN: 9780073406732.

Note: The 11th edition is an older—but still relevant—version of the textbook. You can rent/purchase for under \$14!

Learning Strategies:

Using a combination of synchronous and asynchronous experiences, the following will be included: speech delivery; exercises; practice; demos; lecture; facilitated discussion; peer reviews; and video analysis.

Collaborative learning: Some topics may be segmented into mini-workshops. Students will receive an overview and top tips, followed by a facilitated discussion of experiences and hypotheticals. We then practice the concepts, via exercises and activities.

Independent learning/self-reflection and analysis: Through the gap analysis and self-evaluations, students track their own progress against personal goals. As well, speech content (particularly the self-introduction) offers an opportunity for students to craft messages to communicate their personal brand. Students are provided with abundant resources (readings, examples, etc.) on D2L to absorb independently. *Ultimately, your commitment to the course demonstrates your commitment to self-growth; the more effort you put into it, the more benefit you'll gain in return!*

LEARNING DELIVERABLES

The grade for this course will be determined by your performance* on the assignments below. (*See Assessment of Student Learning section.)

Assignments	Points	% of overall grade
Self-Introduction Speech	45	15%
Persuasive Speech	100	33%
Outside Speech Analysis Paper (Compare/contrast two trained speakers)	60	20%
Class Participation/Activities/Homework (See below for details)	60	20%
Self Evaluation of Video #1 (Introduction)	15	5%
Self Evaluation of Video #2 (Persuasive)	20	7%
Total	300	100%

*ASSESSMENT OF STUDENT LEARNING

Prepared speeches (15% and 33%, respectively) will be assessed based upon:

- Parameters on detailed scoring sheets (located at end of syllabus).

Paper (20%) will be assessed based upon:

- Referencing course content presented on D2L and during synchronous sessions.
- Proofread and error-free.
- Following instructions.

Participation (20%) will be assessed based upon:

- On-time (and full) attendance to synchronous meetings.
- Engaged listening and frequent interaction during **both** asynchronous (online discussion topics) and synchronous meetings.
- Proactive involvement in collaborative learning (exercises and activities such as peer feedback).
 - Contributions: Individual contribution to group task.
 - Demonstrated understanding of collaborative learning process, benefits, and challenges.
 - Utilization and development of social skills during collaboration.
- Proactive involvement in impromptu speaking.
 - Delivery: Body language, paralanguage, and eye contact techniques.
 - Content: Organization and succinct selection.
 - Enthusiastic participation: Game to try!
 - Risk taking: Pushing yourself beyond your comfort zone.
- High quality homework submissions.
 - Following assignment instructions.
 - Meeting objectives.
 - Submitting on-time.
- Demonstrated evidence of applying D2L resources to all efforts in the course (handouts; instructions; student examples; etc).

Self-evaluations (5% and 7%, respectively) will be assessed based upon:

- Objective self-scoring.
- Thoughtful analysis with identified action steps.
- Following instructions.

GRADING CRITERIA and SCALE

Excellent	Above Average	Average	Below Average/Failure
A 93-100%	B+ 88-89%	C+ 78-79%	D 60-69%
A- 90-92%	B 83-87%	C 73-77%	F <60%
	B- 80-82%	C- 70-72%	

Percentages will be rounded to nearest grade. (Example rounding down: 83.4= 83%. Rounding up: 83.5=84%.)

Explanation of Grading Scale

"A" designates work of high quality that consists of comprehensiveness, cogency and clarity in the development of ideas, and critical reflection and conceptual sophistication. Oral and written work should be well organized, clearly argued and free of serious grammatical, spelling and syntactical errors. Students who receive an A will consistently come to class prepared to engage with the daily reading assignments and have a perfect online (**synchronous and asynchronous**) attendance** record. They will regularly participate in class activities and will often initiate class discussion.

"B" designates work of high quality regarding the organization and development of ideas. Work substantively addresses the main issues/topics/questions of the assignments. Oral and written work is relatively well organized and free of serious grammatical and spelling as well as syntactical errors. Students who receive a B will contribute regularly to class activities and/or have a perfect or near perfect online (**synchronous and asynchronous**) attendance** record.

"C" designates work that minimally meets acceptable requirements as stated in guidelines for assignments. Oral and written work is loosely organized, ideas are less clearly stated, and there will be grammatical, spelling and syntactical errors. Students who receive a C will infrequently participate in class and often wait until they are called on to do so. Students who have two unexcused absences** (**from synchronous meetings and asynchronous online activity**) will surely receive a C, or likely lower (25% of your grade is active class participation).

"D" designates work that does not meet minimum acceptable requirements of the assignment(s). Oral and written work is poorly organized and has poorly developed ideas. Grammar, spelling and syntax are weak. Work may only address a part of the assignment. Students who do not complete all assignments and that have three absences** (**from our synchronous meetings and asynchronous online activity**) are likely to receive a D or lower.

"F" designates a failure to complete all assignments and/or a failure to demonstrate a minimal degree of engagement with the readings or the written assignments. Students who have four absences (**of any type**) will fail the course.

MINIMUM SCPS GRADE POLICY

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

INCOMPLETE (IN) GRADE

This process follows university [policy](#). A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (*or prior to the final week of a shorter-term course like this one!*)
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

COURSE POLICIES

In-Class Participation. This is a performance class; **participation is worth 20% of your grade in the course!** I make manual notes regarding each student's performance at the end of each session; participation will be formally entered in the D2L Gradebook on the final day of the term.

How to earn participation points in this Online Hybrid course: In order to earn maximum participation points per session, the student must participate in asynchronous and synchronous discussions, volunteer for exercises, and come to our synchronous meetings prepared (submitting quality homework and truly utilizing the resources provided on D2L). Criteria for high quality asynchronous participation in discussion forums will be posted on D2L. If the student is absent, then zero points will be earned for that session. If a student is tardy, s/he will forego one point for that session. If the student is partially prepared, partially participating, or distracted, then s/he will earn partial points.

Virtual Attendance. We **meet synchronously just three times** (for partial sessions) during this five-week course. As such, students are expected to attend every synchronous session.

Synchronous meetings will be recorded on Zoom; that is how I will take attendance. “Tardy” is considered anytime after **5:45 pm**. As mentioned, if you are tardy, you will forego one participation point. *Plan accordingly.* In exchange for your prompt arrival every synchronous meeting, I promise to keep them tight and worthwhile!

Excused absences should be formally documented: You have a maximum of one excused* absence in this five-week course. (That’s 33% of our synchronous sessions!) If you miss more classes because of illness or a family emergency, then you should meet with the Dean of Students to discuss withdrawal options.

*Definition of an excused absence: An excused absence is documented in terms of medical illness/emergency, family illness/emergency, required by a court of law, a religious holiday, or university business.

Special note regarding work conflicts: This is an intensive five-week course, and you are expected to plan accordingly. Any work scheduling conflicts will be addressed on a case-by-case basis; they *may or may not* count as excused absences. Assignment due dates remain firm, regardless of work circumstances.

Definition of an unexcused absence: Everything else not mentioned above—personal celebrations (e.g., birthdays), weddings, missed flights, vacations, sleepy, crummy mood, etc—are not considered to be legitimate reasons for missing assignment deadlines or class sessions.

In the unfortunate event that you are absent (for any reason), please notify me by email asap. At that point, you are responsible for obtaining notes and information from a classmate and D2L. If available for that session, please watch the synchronous meeting video. *After* you’ve done your due diligence to catch up, then feel free to post your specific questions on our D2L Q&A/Comments Forum. Please do not expect me to repeat content when you missed your opportunity to join us.

Due dates and late work policy: On-time completion of work is essential. Unless otherwise noted, all assignments (written submissions, Google Document entries, etc.) will be due at 11:59pm prior to each class session.

Late work extended deadline policy for written work*: For best results, timely submissions are strongly encouraged. Work uploaded **within 24 hours** of the original deadline will be reduced by one half-letter grade (5%). Late is considered anytime between 12am (one minute late) through 11:59pm (24 hours late). Example: The D2L assignment folder due date/time has passed, but you upload your work to me at 12am. Originally, you earned 88% on the assignment. Your revised final score will be an 83%. Work uploaded **within 48 hours** of the original deadline will be reduced by one full letter grade (10%). **After the 48-hour cushion, no late work is accepted.**

NOTE: *This extended deadline offer is limited to written submissions. Deadlines for speeches; online discussion topic contributions; Google document entries; etc. will not be extended.*

Late work related to excused absences: Documented illnesses or documented emergencies are the only exception to the due date policy. If you miss a speech or a written assignment and you have provided acceptable documentation (see attendance section), then together we will determine a reasonable new deadline for your submission.

Written submissions: All assignments must be typed unless otherwise noted. Assignments must be uploaded to D2L. Some tasks will involve entries in our course Google Document. I will announce the submission policy for each assignment. Written work includes: visual aids (Powerpoint; Prezi; video cues); outlines; Plan of Action; papers; self-evaluations; etc. Please name electronic files like this: lastname_assignmentname.

Timely questions: Any questions should be posted to the Q&A forum no less than 24 hours before the work is due.

D2L, your Email Address, and the Q&A Forum and News: I will use D2L to communicate with all students by email. Beginning Autumn 2020, the school has a new policy: Students can no longer customize their preferred email to use with D2L; they must use their official DePaul assigned email. (Due to issues related to spam filters.) In the ‘Start Here’ section within Session One on D2L, you are requested to “test” our email connection by sending me an email from me before our first session, as well as subscribing to the Q&A Forum and News feed.

THIS COURSE INCLUDES and ADHERES TO COLLEGE and UNIVERSITY POLICIES DESCRIBED IN LINKS BELOW

- [Academic Integrity Policy \(UGRAD\)](#)
- [Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)
- [Course Withdrawal Timelines and Grade/Fee Consequences](#)
- [Accommodations Based on the Impact of a Disability](#)

OTHER RESOURCES FOR STUDENTS

- [University Center for Writing-based Learning](#)
- [Dean of Students Office](#)

RECORDING of SYNCHRONOUS SESSIONS (Special considerations for this online hybrid class)

Recording of Classroom Sessions Conducted via Videoconference tools:

- Synchronous teaching sessions will be recorded for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and visible for the present term only.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with me.
- Instructor may retain portions of the recordings that contain their intellectual property consistent with University policy, with students' identifying information removed.

INSTRUCTOR BIO

Anne Scarlett, LEED AP, President of Scarlett Consulting, offers her clients hands-on attention and A/E/C industry-specific business development expertise. Her diverse insights come from over 30 years of consulting to—and working in-house for—reputable firms ranging in size, discipline, and focus.

An advocate of relationship-building through networking, Anne has provided board-level leadership to organizations such as Corporate Real Estate Women and the Chicago Young Executives' Club. Anne is featured regularly in industry publications: Modern Steel Construction; PSMJ's A/E Rainmaker; RainToday. A dynamic public speaker, Anne addresses audiences for groups such as American Institute of Architects, Society for Marketing Professional Services, and American Council of Engineering Companies.

Anne holds an MS in Communications from Northwestern University and a BS in Interior Design from Indiana University. She is an adjunct professor at Columbia College Chicago and DePaul University, and has taught Oral Communication for Managers, Oral Expressions, Business Writing, graduate-level Public Speaking, and Business and Professional Communication.

For reprints of Anne's published articles, visit <https://www.annescarlett.com>.

COURSE SCHEDULE

Session	Date and Topic (Significant graded projects highlighted.)	DUE DATES (See D2L 'assignments' for additional details. This is abbreviated.) Unless otherwise noted, all assignments electronically submitted to D2L are due by 11:59pm on the night before our session.
1	<p><u>OCT 20:</u></p> <ul style="list-style-type: none"> ➤ Course Syllabus, Orientation, and Policies; ➤ Assign Introduction Speech #1; ➤ Outlining first speech (two outlines: prep & speaking); ➤ Leveraging Nervous Energy. ➤ Notecard strategies. 	<p>Due anytime prior to our first class session:</p> <ul style="list-style-type: none"> • Complete the 'Start Here' tasks located in Session 1 on D2L • Watch video lecture(s) in advance! Bring your questions/comments. <p>SYNCHRONOUS MEETING: All students: 5.45-6.45pm. Quickfire Intros; Acclimation; Q&A re. lectures/assignment; Interviews in Dyads; Snippet Peer Intros. Gap Analysis discussion.</p>
2	<p><u>OCT 27:</u></p> <ul style="list-style-type: none"> ➤ SELF-INTRODUCTION SPEECHES. (You will video record on your own device or review the Zoom video, and then submit a self-eval the next day.) Special note: If the class size is larger than 14, then we may pre-record some or all of these speeches instead. Stay tuned. <p>Possible Async/Sync Segments and Activities:</p> <ul style="list-style-type: none"> ➤ Body Language/Paralanguage/Eye Contact 	<p>Due before 11.59pm on the night <u>prior</u> to class session:</p> <ul style="list-style-type: none"> • Self-Introduction Speech #1 (Deliver; submit all components). <ul style="list-style-type: none"> ○ Before deadline the following day, submit self evaluation rubric. • Participate in online discussion forums. • Watch video lecture(s) in advance! Bring your questions/comments. <p>SYNCHRONOUS MEETING: All students: 5.45-7.45pm. Speech delivery. Explanation of upcoming assignments. Bonus activity, if time allows.</p>
3	<p><u>NOV 3:</u></p> <ul style="list-style-type: none"> ➤ SPEECH COMPARISON PAPER ➤ Audience analysis ➤ Persuasion; Speaking to Actuate (actionable results) ➤ Persuasive designs: Focus on Monroe's Motivated Sequence and Problem-Cause-Solution <p>Possible Async/Sync Segments and Activities:</p> <ul style="list-style-type: none"> ➤ Video impromptus: Results of comparison. ➤ Video analysis: Toastmasters Champion. ➤ Bonus content, if time allows (asynchronously): Facilitations; Adjust-on-spot; STAR stories. 	<p>Due before 11.59pm on the night <u>prior</u> to class session:</p> <ul style="list-style-type: none"> • Submit Speech Comparison Paper. • Submit Persuasive topic and initial thesis statement on Google Document. • Prepare up to five closed-ended questions on Google Forms (template provided) for audience analysis. Details on D2L. Will feed into POA. • Review items in the Persuasive Speaking resources folder. • Watch video lecture(s) in advance! Bring your questions/comments. • Readings: See D2L for required and optional.
4	<p><u>NOV 10:</u></p> <ul style="list-style-type: none"> ➤ Bringing it together: Persuasion. <p>Possible Async/Sync Segments and Activities:</p> <ul style="list-style-type: none"> ➤ Workshop: Handling Q&A. ➤ Impromptus: "Lil' somethin' about somethin'". ➤ Visual aids: Top Tips ➤ Speech strategy discussions (POAs) 	<p>Due before 11.59pm on the night <u>prior</u> to class session:</p> <ul style="list-style-type: none"> • Submit Plan of Action (POA). See D2L for instructions. • On our Google Document, sign up for your Persuasive speech delivery slot. • Watch video lecture(s) in advance! Bring your questions/comments. • Readings: See D2L for required and optional.
5	<p><u>NOV 17:</u></p> <ul style="list-style-type: none"> ➤ PERSUASIVE SPEECHES (You will video record on your own device or review the Zoom video, and then submit a self-eval the next day.) Special note: If the class size is larger than 10, then we may pre-record some or all of these speeches instead. Stay tuned. 	<p>Speech delivery.</p> <p>Due before 11.59pm on the night <u>prior</u> to class session:</p> <ul style="list-style-type: none"> • Persuasive Speech #2. (Submit all components including visual aid per assignment.) <ul style="list-style-type: none"> ○ Before deadline the following day, submit self evaluation rubric. <p>Bring:</p>

	<p>Possible Async/Sync Segments and Activities:</p> <ul style="list-style-type: none">➤ Self-evaluation of speech➤ Re-visit Gap Analysis; discuss.➤ Bonus content, if time allows (asynchronously): Presence on video conference; Rapport-building (asking good questions).	<ul style="list-style-type: none">• 'Topics' assigned to you for valentines (on Google sheet next to your name) <p>SYNCHRONOUS MEETING: All students: 5.45-7.15pm.</p> <p>Due:</p> <ul style="list-style-type: none">• Course evaluations – they matter! <p>Class participation scores will be entered into D2L after this date.</p>
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SPEECH SCORING SHEETS

SELF-INTRODUCTION SPEECH (2-3 minutes)	Points	
	Possible	ACTUAL
Element Introduction <ul style="list-style-type: none"> • Effective, creative opening; gains audience attention • Related topic to audience (Why care? Why listen?) • Presented central idea • Previewed topic concisely (Tell 'em what you'll tell 'em) 	6	
Body <ul style="list-style-type: none"> • Main points crystal clear, relevant, and in support of topic • Organized to maximize audience understanding (using transitions, etc.) • Intriguing content (audience remains engaged, even captivated) • Content clearly adapted towards this audience's knowledge and attitudes 	6	
Conclusion <ul style="list-style-type: none"> • Signaled conclusion. (Plus, overall conclusion delivered in crescendo or dramatic dissolve?) • Summarized main points concisely. (Tell 'em what you told 'em) • Closing remarks clever; high impact; relevant; and/or effective. 	6	
Delivery---BODY LANGUAGE <ul style="list-style-type: none"> • Direct, frequent, 'shared' eye contact • Effective posture, stance, and overall body movement • Gestures that matched words; • Facial expressions that supported message • Used keyword notecards in a non-distracting, elegant manner (cards only; no full sheets) 	11	
Delivery---PARALANGUAGE (vocal) <ul style="list-style-type: none"> • Clear, correct, and appropriate language • Engaging vocal delivery, kept audience's attention • Inflection; appropriate pace (varied for emphasis); strategic pauses; proper enunciation; and appropriate volume (<u>varied</u> for emphasis) • None, or minimal, filler words 	10	
Choice---and command of---topic and material <ul style="list-style-type: none"> • Topic compelling; genuinely contributes to knowledge and beliefs of audience • Met time requirements • Met assignment requirements 	3	
Written work <ul style="list-style-type: none"> • Thoughtfully prepared preparation outline and speaking outline (two total for this assignment) • Notecards clearly derived from speaking outline. 	3	
SCORE	45 possible	Total:

In two-paragraph essay form, provide thoughtful observations on what went well, and what to improve upon. Make sure to include action items (strategies and specific tactics) for improvement areas.

PERSUASIVE SPEECH Grading Rubric (Using MMS or Problem/Cause/Solution Design) 5-8 minutes	Points		
	Possible	ACTUAL	
Competency			
Introduction <ul style="list-style-type: none"> Effective 'Arouse Attention' (MS Step 1) Clearly articulated thesis Previewed topic sufficiently (Tell 'em #1) Effectively transitioned to body 	10		
Body (Tell 'em) <ul style="list-style-type: none"> Body points are obvious, and clearly communicated: <ul style="list-style-type: none"> -Demonstrate need (MS Step 2) -Satisfy need (MS Step 3) -Visualization of 'new reality' and/or 'our participation' (MS Step 4) OR If using Problem-Solution format*: <ul style="list-style-type: none"> Statement of Problem, with evidence provided based on the severity of the need to make a change Cause of problem identified Evidence of solution's practicality provided (Prove it!) Included strong, specific CALL-TO-ACTION (MS Step 5) Clearly organized with effective transitions between points Content thoughtfully included/addressed audience's potential arguments/objections Cite sources. 	15		
Conclusion <ul style="list-style-type: none"> Signaled conclusion (through a solid transition or pause) Summarized main points briefly (Typically Tell 'em #3 is restating A. need/problem, and B. satisfaction/solution of need.) Final closing remarks clever; high impact; and/or relevant Conclusion delivered in crescendo? Dramatic dissolve? 	10		
Delivery (Body language; non-verbals) <ul style="list-style-type: none"> Direct and frequent eye contact (shared with all sides of room; held as appropriate) Effective posture, stance, and overall body movement Gestures that matched words Facial expressions that supported message Effective interaction with powerpoint/visual aids (gestures, movement, posture, stance) Used keyword notecards in a non-distracting, elegant manner 	20		
Delivery (Voice; oral language) <ul style="list-style-type: none"> Clear, correct, and appropriate language Engaging vocal delivery, kept audience's attention Inflection; appropriate pace (varied for emphasis); strategic pauses; proper enunciation; and appropriate volume (varied for emphasis) None, or minimal, filler words 	15		
Questions and Answers <ul style="list-style-type: none"> Question/Answer session handled professionally and with clarity (using skills discussed in class) 	10		
Command-of-Topic; Additional Criteria <ul style="list-style-type: none"> Topic compelling; speech met assignment requirements Visual materials well-designed Established credibility (in Intro or Body) Demonstrated improvement from prior speeches Used time <u>effectively</u> (stayed on topic AND stayed within allotted timeframe) 	10		
Written Work <ul style="list-style-type: none"> Thoughtfully prepared outline; fully aligned with required format ('formal outline' with either 'Motivated Sequence' steps or 'Problem/Cause/Solution' steps.) – up to 5%. Speech Plan of Action (POA) – up to 5%. 	10		
	SCORE	100 possible	Total:

In two-paragraph essay form, provide thoughtful observations on what went well, and what to improve upon. Make sure to include action items (strategies and specific tactics) for improvement areas.