

# Online Speeches: Yes, It Can Work!

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# Beginning Assumptions

- We are sharing OUR strategies for online speeches; you will likely have different purposes and learning outcomes
  - An example process
  - Will share all materials
- We are suggesting technologies that will be familiar to your students
  - BlackBoard
  - YouTube





# Learning Outcomes for this Webinar

- After this hour, you should be able to
  1. Design a speech assessment rubric
  2. Communicate expectations to students
  3. Receive and assess the recorded speeches

# 1a. Determine your desired outcomes and associated rubrics

- Determine what students should demonstrate in the speech and represent the associated skills or behaviors in a rubric
  - Example rubric on the following slides
  - It is critical to share the rubric with students and discuss it. It's a good idea to record a couple videos explaining chunks of the rubric (I do one on content and one on style)
  - Give students a link to an example of a good speech (keep one from a previous semester)
- Be sure that your assignment description is detailed and includes all expectations and rubrics.

Rubric Detail

Criteria	Levels of Achievement				
	F = Failure	D = Poor	C = Average	B = Good	A = Excellent
<b>Gen. Requirements/Time /Video/Audio</b>  <b>Weight 10.00%</b>	<b>0.00 to 59.00 %</b> Presentation failed to meet any of the following: general assignment requirements,time requirements,video and audio requirements.	<b>60.00 to 69.00 %</b> Presentation met few of the following: general assignment requirements,time requirements,video and audio requirements.	<b>70.00 to 79.00 %</b> Presentation met some of the following: general assignment requirements,time requirements,video and audio requirements.	<b>80.00 to 89.00 %</b> Presentation met most of the following: general assignment requirements,time requirements,video and audio requirements.	<b>90.00 to 100.00 %</b> Presentation met all of the following: general assignment requirements,time requirements,video and audio requirements.
<b>Introduction</b>  <b>Weight 10.00%</b>	<b>0.00 to 59.00 %</b> Introduction lacked all of the following: an effective attention getter, clear reveal of topic, clear credibility, and clear preview of main ideas.	<b>60.00 to 69.00 %</b> Introduction missed 3 of the following: an effective attention getter, clear reveal of topic, clear credibility, and clear preview of main ideas.	<b>70.00 to 79.00 %</b> Introduction missed 2 of the following: an effective attention getter, clear reveal of topic, clear credibility, and clear preview of main ideas.	<b>80.00 to 89.00 %</b> Introduction missed 1 of the following: an effective attention getter, clear reveal of topic, clear credibility, and clear preview of main ideas.	<b>90.00 to 100.00 %</b> Introduction had an effective attention getter, clear reveal of topic, clear credibility, and clear preview of main ideas.
<b>Body</b>  <b>Weight 20.00%</b>	<b>0.00 to 59.00 %</b> No discussion of concepts/ tech./tips, and implementation. No quotes were cited.	<b>60.00 to 69.00 %</b> Poor discussion of concepts/ tech./tips, and implementation. Few quotes were correctly cited.	<b>70.00 to 79.00 %</b> Average discussion of concepts/ tech./tips and implementation. Some quotes were correctly cited.	<b>80.00 to 89.00 %</b> Good discussion of concepts/ tech./tips and implementation. Most quotes were correctly cited.	<b>90.00 to 100.00 %</b> Excellent discussion of concepts/ tech./tips and implementation. All quotes were correctly cited.
<b>Organization</b>  <b>Weight 10.00%</b>	<b>0.00 to 59.00 %</b> The speech completely lacked clear main points, a logical progression of main points, and clear transitions.	<b>60.00 to 69.00 %</b> Minimal parts of the speech had clear main points, a logical progression of main points, and clear transitions.	<b>70.00 to 79.00 %</b> Some of parts the speech had clear main points, a logical progression of main points, and clear transitions.	<b>80.00 to 89.00 %</b> Most of the speech had clear main points, a logical progression of main points, and clear transitions.	<b>90.00 to 100.00 %</b> The entire speech had clear main points, a logical progression of main points, and clear transitions.

**Organization** ▾

**Weight**  
10.00%

**0.00 to 59.00 %**

The speech completely lacked clear main points, a logical progression of main points, and clear transitions.

**60.00 to 69.00 %**

Minimal parts of the speech had clear main points, a logical progression of main points, and clear transitions.

**70.00 to 79.00 %**

Some of parts the speech had clear main points, a logical progression of main points, and clear transitions.

**80.00 to 89.00 %**

Most of the speech had clear main points, a logical progression of main points, and clear transitions.

**90.00 to 100.00 %**

The entire speech had clear main points, a logical progression of main points, and clear transitions.

**Conclusion** ▾

**Weight**  
10.00%

**0.00 to 59.00 %**

Conclusion lacked all of the following: cue and closure, restatement of topic and purpose, review of main points, polished ending.

**60.00 to 69.00 %**

Conclusion missed 3 of the following: cue and closure, restatement of topic and purpose, review of main points, polished ending.

**70.00 to 79.00 %**

Conclusion missed 2 of the following: cue and closure, restatement of topic and purpose, review of main points, polished ending.

**80.00 to 89.00 %**

Conclusion missed 1 of the following: cue and closure, restatement of topic and purpose, review of main points, polished ending.

**90.00 to 100.00 %**

Conclusion had a cue and closure, restatement of topic and purpose, review of main points, polished ending.

**Language and Literacy** ▾

**Weight**  
10.00%

**0.00 to 59.00 %**

N/A

**60.00 to 69.00 %**

Language had numerous issues with being considered offensive, inappropriate, lacking creativity, and lacking clarity. It had numerous pronunciation, grammar, and articulation errors.

**70.00 to 79.00 %**

Language had some noticeable issues with being considered offensive, inappropriate, lacking creativity, and lacking clarity. It had some noticeable pronunciation, grammar, and articulation errors.

**80.00 to 89.00 %**

Language was mostly non-offensive, appropriate, creative, clear. It had minor pronunciation, grammar, and articulation errors.

**90.00 to 100.00 %**

Language was non-offensive, appropriate, creative, clear. It was free of pronunciation, grammar, and articulation errors.

**Voice** ▾

**Weight**  
10.00%

**0.00 to 59.00 %**

N/A

**60.00 to 69.00 %**

Voice didn't have any changes in rate, pitch, volume. It did not sound dynamic or have vocal variety. It was very choppy due to numerous verbalized pauses.

**70.00 to 79.00 %**

Voice had minimal changes in rate, pitch, volume. It possessed minimal dynamism/vocal variety. It had some noticeable verbalized pauses.

**80.00 to 89.00 %**

Voice had some changes in rate, pitch, volume. It possessed some dynamism/vocal variety. It had minor verbalized pauses.

**90.00 to 100.00 %**

Voice had natural changes in rate, pitch, volume. It possessed dynamism/vocal variety. It lacked verbalized pauses.

**Language and Literacy**

**Weight**  
10.00%

**0.00 to 59.00 %**  
N/A

**60.00 to 69.00 %**  
Language had numerous issues with being considered offensive, inappropriate, lacking creativity, and lacking clarity. It had numerous pronunciation, grammar, and articulation errors.

**70.00 to 79.00 %**  
Language had some noticeable issues with being considered offensive, inappropriate, lacking creativity, and lacking clarity. It had some noticeable pronunciation, grammar, and articulation errors.

**80.00 to 89.00 %**  
Language was mostly non-offensive, appropriate, creative, clear. It had minor pronunciation, grammar, and articulation errors.

**90.00 to 100.00 %**  
Language was non-offensive, appropriate, creative, clear. It was free of pronunciation, grammar, and articulation errors.

**Voice**

**Weight**  
10.00%

**0.00 to 59.00 %**  
N/A

**60.00 to 69.00 %**  
Voice didn't have any changes in rate, pitch, volume. It did not sound dynamic or have vocal variety. It was very choppy due to numerous verbalized pauses.

**70.00 to 79.00 %**  
Voice had minimal changes in rate, pitch, volume. It possessed minimal dynamism/vocal variety. It had some noticeable verbalized pauses.

**80.00 to 89.00 %**  
Voice had some changes in rate, pitch, volume. It possessed some dynamism/vocal variety. It had minor verbalized pauses.

**90.00 to 100.00 %**  
Voice had natural changes in rate, pitch, volume. It possessed dynamism/vocal variety. It lacked verbalized pauses.

**Physical Behavior/Movement**

**Weight**  
10.00%

**0.00 to 59.00 %**  
N/A

**60.00 to 69.00 %**  
Did not have an appropriate physical delivery. Had numerous issues with appearance, posture, gestures, eye contact, and facial expressions during the entire speech.

**70.00 to 79.00 %**  
Had a professional appearance, appropriate posture, meaningful gestures, direct eye contact, and proper facial expressions during only some of the speech.

**80.00 to 89.00 %**  
Had a professional appearance, appropriate posture, meaningful gestures, direct eye contact, and proper facial expressions during most of the speech.

**90.00 to 100.00 %**  
Had a professional appearance, appropriate posture, meaningful gestures, direct eye contact, and proper facial expressions during the entire speech.

**Extemporaneous Delivery**

**Weight**  
10.00%

**50.00 to 59.00 %**  
Entire speech was not conversational, natural, or enthusiastic, and had extensive use of notes.

**60.00 to 69.00 %**  
Very little of the speech was conversational, natural, enthusiastic and had limited use of notes.

**70.00 to 79.00 %**  
Some of the speech was conversational, natural, enthusiastic and had limited use of notes.

**80.00 to 89.00 %**  
Most of the speech was conversational, natural, enthusiastic and had limited use of notes.

**90.00 to 100.00 %**  
Entire speech was conversational, natural, enthusiastic and had limited use of notes.

[View Associated Items](#)

# 1b. If possible, give students an outline template and associated rubric

- Determine what students should demonstrate in the outline and represent the associated skills or behaviors in a rubric
  - Here's an [example of an outline template](#).
  - Again, share the grading rubric with students and discuss it. You could record a video about the outline as well.
  - If possible, give students a link to an example of a good outline.



Name Self-Improvement Presentation Outline Rubric  
 Description This is the rubric I will use to grade your Self-Improvement Presentation Outline.

Criteria	Levels of Achievement				
	F = Failure	D = Poor	C = Average	B = Good	A = Excellent
<b>Introduction</b> Weight 20.00%	<b>0.00 %</b> All four of the following are missing: Attention Getter, Thesis Statement, Credibility Statement, Preview of Main Points.	<b>25.00 %</b> Three of the following are missing: Attention Getter, Thesis Statement, Credibility Statement, Preview of Main Points.	<b>50.00 %</b> Two of the following are missing: Attention Getter, Thesis Statement, Credibility Statement, Preview of Main Points.	<b>75.00 %</b> One of the following is missing: Attention Getter, Thesis Statement, Credibility Statement, Preview of Main Points.	<b>100.00 %</b> All of the following are present: Attention Getter, Thesis Statement, Credibility Statement, Preview of Main Points.
<b>Body</b> Weight 20.00%	<b>0.00 %</b> Outline is missing all of the following: Transitions/ Signposts, Two Main Points Minimum, Two Sub-Points Minimum/Main Point, Two Sub-Sub-Points Minimum/Sub-Point.	<b>25.00 %</b> Outline is missing three of the following: Transitions/ Signposts, Two Main Points Minimum, Two Sub-Points Minimum/Main Point, Two Sub-Sub-Points Minimum/Sub-Point.	<b>50.00 %</b> Outline is missing two of the following: Transitions/ Signposts, Two Main Points Minimum, Two Sub-Points Minimum/Main Point, Two Sub-Sub-Points Minimum/Sub-Point.	<b>75.00 %</b> Outline is missing one of the following: Transitions/ Signposts, Two Main Points Minimum, Two Sub-Points Minimum/Main Point, Two Sub-Sub-Points Minimum/Sub-Point.	<b>100.00 %</b> All of the following are present: Transitions/ Signposts, Two Main Points Minimum, Two Sub-Points Minimum/Main Point, Two Sub-Sub-Points Minimum/Sub-Point.
<b>Conclusion</b> Weight 20.00%	<b>0.00 %</b> All four of the following are missing: Cue and Closure, Thesis Restatement, Review of Main Points, Polished Ending.	<b>25.00 %</b> Three of the following are missing: Cue and Closure, Thesis Restatement, Review of Main Points, Polished Ending.	<b>50.00 %</b> Two of the following are missing: Cue and Closure, Thesis Restatement, Review of Main Points, Polished Ending.	<b>75.00 %</b> One of the following is missing: Cue and Closure, Thesis Restatement, Review of Main Points, Polished Ending.	<b>100.00 %</b> All four of the following are present: Cue and Closure, Thesis Restatement, Review of Main Points, Polished Ending.
<b>Support/References</b> Weight 20.00%	<b>0.00 %</b> No statistics and quotes are properly cited. No references are in full APA style.	<b>25.00 %</b> Few statistics and quotes are properly cited. Few references are in full APA style.	<b>50.00 %</b> Some statistics and quotes are properly cited. Some references are in full APA style.	<b>75.00 %</b> Most statistics and quotes are properly cited. Most references are in full APA style.	<b>100.00 %</b> All statistics and quotes are properly cited. All references are in full APA style.
<b>Outline Construction</b> Weight 20.00%	<b>0.00 %</b> The entire outline is not in the proper format, does not have proper indentation/symbolization, is not in key words and phrases, and is not typed free of errors.	<b>25.00 %</b> Few parts of the outline is in the proper format. Few parts have proper indentation/symbolization. Few parts are in key words and phrases. Few parts are typed free of errors.	<b>50.00 %</b> Some of the outline is in the proper format. Some has proper indentation/symbolization. Some is in key words and phrases. Some is typed free of errors.	<b>75.00 %</b> Most of the outline is in the proper format. Most has proper indentation/symbolization. Most is in key words and phrases. Most is typed free of errors.	<b>100.00 %</b> The entire outline is in the proper format, has proper indentation, symbolization, is in key words and phrases and is typed free of errors.

## 2a. Explain expectations for content (refer to your rubric where relevant)

- Speak from the content in your outline: A solid intro, clearly organized ideas with good transitions in between, and a solid conclusion
- Choose language that is literate (pronunciation and articulation) and appropriate. Remember we are still in a college classroom
- Be sure to say aloud your sources of information as you talk about their content (give credit aloud on the spot)
  - This should sound conversational (e.g., “Frank Bruni from the The New York Times, said that...” or “The Pew Research Foundation website lists...”)
  - It’s important to explain who your source is if it’s likely we aren’t familiar with it
  - Do NOT list all of your sources on a PowerPoint at the end of your speech

## 2b. Set expectations for students' recorded speeches (how to arrange the video)

- Find a quiet place with a neutral background
- Wear something that shows respect for our class. Although you are home and comfy, this is not the place for PJs, bare feet, beat up sweats, etc. Avoid clothing with words or loud patterns - keep it plain and simple
- Set up your camera so we can see your body from the waist up, and have your source of light in front of you. Place your camera at face height.
- Do a test run to be sure we can see and hear you. You will probably need to use more volume than your usual voice
- Be sure that no people, pets, phones, etc. will interrupt
- Be clear that you will be sharing all the video links with the class
  - It's important that they know their classmates will see their performance
  - You can have students critique other speeches
  - Blog pages in BB are useful here

## 2c. Explain your expectations about delivery/nonverbals (refer to your rubric where relevant):

- Use speaking notes that are very brief - speak from a bulleted list of ideas in a conversational way (have command of your ideas). This is called extemporaneous delivery. DO NOT READ YOUR SPEECH TO US
- Practice many times before your final video, but don't memorize word-for-word.
- Have good eye contact with the camera
- Your body and voice should be dynamic/moving, yet be controlled. So, relaxed and controlled body movement is the goal
- Be facially expressive, demonstrate your energy and enthusiasm for your material
- Use gestures that feel natural.
  - Guard against repetitive or distracting gestures or other uncontrolled body movements.
  - Listen to yourself for filled pauses (e.g., you know, um, uh, like)

# If You Require Visual Aids...

- Include something that adds interest and/or helps us remember your ideas. Be creative!
- If you have a second device, you can set it up so the camera can capture it (e.g., for PowerPoint), but be sure we will be able to see it.
- If that won't work, consider using an old fashioned visual aid (object, poster, mini whiteboard, etc.). Have something, and keep it as professional as possible.
  - Caveat: Don't let your visual take over your speech, and don't create the visual during your speech (i.e., if using a poster or a chalkboard, have it all set beforehand rather than writing things out during your speech).

## 2d. Expectations about Final Video

- Be sure that your video is in ONE SHOT. Do not stop and start your video - once you start recording, let it go until the end. Edited videos will lose points.
- WATCH your video before you turn it in. If I can't see/hear you, I can't grade you!
- After you record your video on the device of your choice:
  - Create a **YouTube** account.
  - Sign into your **YouTube** Account and upload your video.
  - Go to your My **Videos** page.
  - Select the **video** which you'd like to **make an unlisted video**. Click the Edit button to access the **video's** settings.
  - Go to the Privacy section of the page.
  - Don't forget to click the Save Changes button.
- **Upload your YouTube video link to your assignment page in BlackBoard**

# 3. Grading and feedback

- If possible, play the student's YouTube video on one screen while using your rubric to grade on another. Pause the video to add comments on your rubric.
  - Alternatively, you can add comments in BlackBoard.
- As an assignment or as extra credit, have students critique others' speeches. Ask them to use the same rubric you use. Grade them on the thoughtfulness and thoroughness of their critique.