

FTCP CAPSTONE PROJECT

- 1. Name and position:** Megan Orcholski, Graduate Teaching Assistant
- 2. Department and College:** Arts and Humanities: Speech Communication
- 3. Course name: SPEE 100:** Fundamentals of Speech Communication
- 4. Project name:** YouTube Speech & Rubric
- 5. Date of implementation:** I have done this project before, but did not have a clear, detailed rubric. I formatted rubric and plan to use this speech when I teach SPEE 102 next fall.
- 6. Former method or process before your participation in the Certificate program:** In our speech class, we are only required to do one persuasive speech at the end of the term. As public speaking is one of the areas I specialize in, I felt it necessary to give them another opportunity to actually give a speech. I came up with this idea because I wanted it to be something they enjoy and most college students are on YouTube anyway. This gave them the freedom to do what they want while practicing their skills. When I first created the assignment, I had a section at the end of the assignment description that gave a vague idea of how I would grade it:
How will I be graded? (25pts)
5pts-YouTube video selection. Does it work for this assignment? Do you tell me why you choose it and why it's important?
5pts-Class Application. Did you take something relevant to this class and apply it to the video?
10pts- Structure. Did I have 3 sources? Was your point clear? Am you making an argument? Do you make sense?
5pts-Delivery. Are you conversational? Are you smiling, engaging? Are you fluid? Do you look at us? If you are worried about this area, don't be afraid to think of effective speakers and see what they do, as Eddie Izzard says, "It's 70% how you look, 20% how you sound, and 10% what you say" **THIS IS NOT AN EXCUSE TO NOT HAVE A GOOD SPEECH!** But rather to show you that you could have the best written speech ever, and it would be ineffective without good delivery!
- 7. New method or process as a result of the Certificate program:** After taking the certificate program, I realized that this was not as effective as it could be. Using the book *Introduction to Rubrics* by Dannelle D. Stevens and Antonia J. Levi, I constructed a rubric that gives them a much better idea of the goals of this speech and what I'm looking for. In doing this process, I ended up formatting the assignment description and changing the point value of the speech.
- 8. Results of the new method or process:** In the past, students have been thrown by the amount of freedom in the speech. This rubric gives them much more guidance while still expressing the main goal of having them practice and enjoy what they are working on.
- 9. Future plans – what is next?** I feel much more comfortable creating rubrics now. I very easily can come up with ideas of what to do for projects or assignments, but I am not as focused on how I grade them. Doing this really helped me learn how to put together a rubric for both the students sake and mine. I think this project will be much more effective in the future!

Importance:	Exemplary	Accomplished	Developing	Beginning
	5	4	3-2	1

You have selfishly developed the speech around your interests while giving something to the audience.

You have developed a speech you enjoy giving

There has been thought put into your Youtube selection, allowing you to really utilize this website

Genuinely seems interested in topic;

You are connected and invested to what you are discussing

Actually enjoys the video/topic on a personal level

Structure:	Exemplary	Accomplished	Developing	Beginning
	5	4	3-2	1

There is a clear structure

The sources that you choose support your point

The audience can follow and understand the concepts

You have clear transitions from one part to the next

Application:	Exemplary	Accomplished	Developing	Beginning
	5	4	3-2	1

Your analysis is clear and obvious

You are citing the book & sources to support your point

You make a clear argument or point about your video

The video connects with what we are doing in
class to something that you enjoy in your life

Delivery:	Exemplary	Accomplished	Developing	Beginning
	5	4	3-2	1

Speak with conversational tone that we can hear

You speak at a pace that allows the audience to
really understand what you are saying

Body language is relaxed and appropriate

Maintain direct and personal eye contact

You have a confidence while talking in front of the class

You can effectively navigate between your paper and the audience

You are connecting with and teaching your audience