

**SCLA 102 Transformative Texts**  
**Critical Thinking and Communication II: Modern World**  
Monday/Wednesday/Friday  
1:30-2:20 (BRNG 1242), 2:30-3:20 (WALC 3121)

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**Office Hours:** Tuesday and Thursday 1:00 – 2:30, and by appointment.

**Course Description:**

SCLA 102 is based on the fundamental premise that great texts, including novels, plays, speeches, essays, or poetry as well as film and digital media, inform and inspire students, encourage their creative and imaginative capacities, help them see the world from different perspectives, and broaden their worldviews. Students will examine a series of texts, seeking to understand the contexts in which these texts were produced as well as what they mean to us today. What do our readings tell us about the pains and pleasures of being human, the use and abuse of power, and our relationship with nature and our communities? How do they advance our self-understanding? How do they increase our understanding of other people and their perspectives?

SCLA 102 fulfills the Oral Communication requirement in the University's Core Curriculum. It is dedicated to developing our students' ability to convey information through oral presentations, advancing their understanding of the importance of rhetorical situations and choices; analyzing and constructing presentations for different audiences; gathering and evaluating sources for presentations, and using visual aids effectively.

SCLA 102 fulfills 3 credit hours of the 15-credit hour Cornerstone certificate program. Purdue's nationally recognized Cornerstone program shares the wisdom and vision of the Liberal Arts with all Purdue students, enhancing their foundational knowledge while deepening their ability to see unity across disciplines, appreciate ambiguity, and love learning. Cornerstone seeks to develop engaged Purdue graduates who can respond creatively and flexibly to the challenges of a diverse world.

The theme for this section of SCLA 102 is Faust, Frankenstein, and the Future. What does it mean to live in a world undergoing techno-scientific change? What are the duties of the stewards of those changes? What are the promises and dangers of such changes? Drawing on works of literature, history, philosophy, journalism, and our own lived experience we will consider and discuss these questions together—as all of us, (after all, just look at the “AI/Chatbot Policy” section of this syllabus) are living through a period of techno-scientific change.

### **Required Texts:**

Please purchase (or obtain through a library) physical copies of the following books. Additional short readings will be posted to Brightspace.

Goethe. *Faust (Part One)* (David Luke translation). Oxford University Press, 2008.

Ursula K. Le Guin. *The Dispossessed*. Harper Perennial, 2014.

Mary Shelley. *Frankenstein: The 1818 Text*. Penguin Classics, 2018.

Kurt Vonnegut. *Player Piano*. Dial Press, 2006.

Available free online (link on Brightspace):

Leslie J. Harris, et al., *Stand Up, Speak Out: The Practice and Ethics of Public Speaking*.

University of Minnesota Libraries, 2016. <https://open.umn.edu/opentextbooks/textbooks/77>

### **Learning Outcomes:**

By the end of the semester, students will:

- Demonstrate effective, professional delivery, designing and adapting appropriate verbal appeals through vocal intonation and non-verbal cues.
- Distinguish and apply appropriate informative, persuasive, explanatory, interrogatory, and argumentative strategies and techniques in the discussions and formal presentations.
- Organize presentations with effective supporting materials.
- Locate and evaluate effective sources of information.
- Engage critically with transformative texts, drawing on multiple perspectives, including the individual, the historical, and the contemporary.

### **Course Assignments:**

Your final grad will be calculated as follows:

#### Oral Presentations: 50%

A major focus of this class is on oral communication, as such oral presentations will represent a significant portion of your grade. You will give three formal presentations and you will be graded using the SCLA Oral Presentation Rubric.

#### Speech 1: 5% (Week 2)

Introductory Speech: You will be asked to introduce yourself to the class by telling us how you see your future. This is your opportunity to tell your peers more about yourself, and to think about how your time at Purdue will help get you on the proper path for the future. This speech will be 3-4 minutes long. More detailed instructions will be given in class and can be found on Brightspace.

Speech 2: 20% (Week 7)

Descriptive Speech: Our discussions throughout the semester will focus on the topic of techno-scientific change. For this speech you will need to pick a particular technology that you feel has had a significant impact (for good or bad) on your life. You will be asked to describe the technology, and explain how it has impacted you. This speech will be 4-6 minutes long. More detailed instructions will be given in class and can be found on Brightspace.

Speech 3: 25% (Week 14/15)

Persuasive Speech: Early in the semester we will learn about Neil Postman's "six Questions to Ask of New Technologies," open ended questions we will return to throughout the semester. For your final presentation you will need to present a seventh question, and drawing upon readings from the semester, argue for why this question is a necessary addition to Postman's six. This speech will be 6-8 minutes long. More detailed instructions will be given in class and can be found on Brightspace.

Writing and Engagement: 30%

Short Essay 1 and 2: 10% each

An important part of learning how to deliver a successful talk, is reflecting on the various talks/speeches/lectures that you have heard yourself. In this spirit, there will be two short essays (600-750 words), that will ask you to listen to a speech/talk and critically reflect on it. You will be asked to write a short response in which you analyze the speech itself, critique its delivery, and consider what about it makes it a successful or unsuccessful speech. For the first essay, all students will be given the same speech to analyze, for the second essay students will be permitted to pick their own speech (within the given parameters). Short essay 1 will be due 9/25, short essay 2 will be due 11/13.

Qs: 10%

By midnight before each relevant class session you will be expected to post either a question related to the reading that you would like to discuss, a quotation from the reading that you found particularly interesting, or a quandary (something you did not understand). These will be used in guiding our class discussions.

Attendance and Participation: 20%

Attendance at all class meetings is mandatory. You will be expected to come to class prepared, and you will be expected to actively participate. Oral communication does not only involve

giving formal speeches, it also involves participating in class discussions. Please note that being present when your classmates are giving their speeches is essential, and you will be expected to be ready to offer feedback to your peers on their presentations. Should you need to miss class, please let me know ahead of time. Any more than two unexcused absences will have a negative impact on your final grade.

### **Grading Scale:**

|           |          |          |          |        |
|-----------|----------|----------|----------|--------|
| A+ 100-98 | B+ 89-88 | C+ 79-78 | D+ 69-68 | F 59-0 |
| A 97-93   | B 87-83  | C 77-73  | D 67-63  |        |
| A- 92-90  | B- 82-80 | C- 72-70 | D- 62-60 |        |

### **Cornerstone Opportunities (extra credit opportunities):**

Cornerstone Contest: This Fall, the Cornerstone contest is looking for short stories, essays, poetry, artwork, and videos based on our readings in Transformative Texts (SCLA 101 or 102) that deal with the theme of Magic. As the contest description puts it: “Our theme is magic. Magic is about making the impossible possible. From *Faust* and the *Monkey King* to Dungeons & Dragons and *Doctor Strange*, magic has played an integral role in storytelling, allowing authors and audiences to stretch their imaginations and create worlds where creative solutions can defy seemingly hopeless situations. This fall, we are looking for artwork, essays, short fiction, videos, and poetry that engage with the questions of magic and the power of imagination and are inspired by your readings in Transformative Texts. What problems would you hope to solve using magic? What types of worlds and creatures would you build, and for what purposes? How might magic unlock an ability to see our reality with new eyes? For what magical powers would you be willing to sell your soul?”

Winners will receive Amazon Gift Cards in the amount of: \$95 (first place), \$65 (second place), \$35 (honorary mentions, three selected). Winners will automatically be nominated for publication in *The Cornerstone Review*.

To submit, send your submission (by November 6, 2023!) to [cornerstonecontest@outlook.com](mailto:cornerstonecontest@outlook.com). All files must be labeled with your last name. In your entry, please list your full name and your professor’s name.

I encourage students who are interested in entering the contest to let me know. Students who submit work will be eligible to receive extra credit! The contest will be discussed in class, and more details on the contest are available on Brightspace.

*Faustus, That Damned Woman:* In November the Department of Theatre will be producing Chris Bush’s *Faustus, That Damned Woman*. Discounted tickets are available to Cornerstone students (\$10). The play is being performed on November 10, 11, 12, 16, 17, 18 and 19th. Students who attend will have the opportunity to earn extra credit by writing a short response to the play. More details on purchasing discounted tickets (and the extra credit assignment) will be given in class and can be found on Brightspace.

These tickets are likely to sell out! I encourage you get your tickets soon!

### **Course Policies:**

Electronic Devices in Class: Ideally, students should come to class with physical copies of the assigned books and be prepared to take notes by hand. However, I recognize that many students prefer to take notes on a computer, and that some will have digital versions of class texts. You are adults, and I hope that you can be trusted to use electronic devices in class responsibly. If your electronic devices are distracting you (and distracting other students), this will have a negative impact on your participation grade for the class. And please note, when a student is distracted by their electronic device it really is quite obvious—I know you’re thinking it isn’t obvious when *you* do it, but (really) it is. I reserve the right to revise this policy if students fail to use their devices responsibly.

Communication: Throughout this course we will be in contact using your Purdue email and Brightspace. I expect you to check both regularly, as these are the ways that I will be contacting you, and the whole class. I encourage you to get in touch with me regarding any questions and concerns you might have. The best way to contact me is by email [zloeb@purdue.edu](mailto:zloeb@purdue.edu). I will try to always respond promptly, but please bear in mind that I (like you) am trying to do many things, so do not panic if I do not reply to your email within five minutes of you sending it. I will try to respond to all emails within 24 hours, though students should not expect to hear from me on Saturdays.

Attendance: According to Purdue’s policies, excused absences include those for documented illness, grieving, military service, jury duty, religious observance, caring for dependent children, and official university activities. Students who need to miss class for these reasons will not be penalized. While some situations and crises (you woke up feeling sick/a family emergency) are hard to predict, wherever possible please let the instructor know in advance if you will need to miss class for an excused reason.

Office Hours: My regular office hours are on Tuesdays and Thursdays from 1:00 to 2:30 in University Hall 108 (please note, my office location will change at the end of November, I will keep you all informed of the change as soon as I know what my new office number will be). These are “open” office hours, so feel free to just drop by. During periods of increased interest (the week before an upcoming presentation, for example), I will post a sign-up sheet so people can reserve a time if they like. I also recognize that these days/times may not work for everyone, and I am willing to set up other times to meet in my office or over Zoom.

Classroom Expectations: To get the most out of this course you need to do the reading, come prepared to discuss the reading, and participate in the discussion. Your participation will not only improve your experience, it will improve the experience of your classmates. This is not the sort of class where the questions we’ll be asking have single “correct” answers, and everyone’s experience will be enriched if you come prepared to wrestle with these questions. Class participation involves not only contributing to the discussion but actively listening while others are speaking. It is inevitable that you will disagree with some of your fellow classmates, but I expect that all class discussions will be kept thoughtful and respectful. Disagreements are okay, insults are not. Lastly, I am here to help (really), please feel free to reach out to me with your concerns—if you fear that you are falling behind or that you are not understanding something please let me know!

Maintaining Classroom Integrity: In order for all students to feel comfortable presenting and participating in discussions it is important for the integrity of the classroom to be protected. Taking pictures, videos, or making recordings—without prior consent of the instructor and every student in our class—is not permitted. Any student who is found to have made or distributed images, videos, or recordings from our class without permission will receive an automatic F for the course and the Dean of Student’s Office will be informed. I will make recordings of speeches so that I can review them for grading purposes; however, these recordings will not be shared.

Academic Misconduct: Stephen Akers, Executive Associate Dean of Students, writes “Purdue University values intellectual integrity and the highest standards of academic conduct. To be prepared to meet societal needs as leaders and role models, students must be educated in an ethical learning environment that promotes a high standard of honor in scholastic work. Academic dishonesty undermines institutional integrity and threatens the academic fabric of Purdue University. Dishonesty is not an acceptable avenue to success. It diminishes the quality of a Purdue education, which is valued because of Purdue's high academic standards.” Plagiarism and other forms of academic misconduct will not be tolerated, and will be dealt with in accordance to Purdue’s policies. If you are not sure what “academic misconduct” consists of, please familiarize yourself with the relevant policies here: <https://www.purdue.edu/odos/osrr/academic-integrity/index.html>

AI/Chatbot Policy: I will allow you to use AI-generated writing and research assistance for some assignments in this class. In these cases, it will be explicitly stated on the assignment. For all other assignments and work in this class, the use of chatbots for writing and research is strictly forbidden. Submitting AI-generated writing or research as your own is academic dishonesty and carries the same penalties as plagiarism.

Accommodations for Disabilities: Purdue University as an institution, and I as an instructor, are committed to ensuring that the classroom is accessible and that students needs are met. If you experience or anticipate experiencing physical or academic barriers related to disability, I encourage you to let me know as soon as possible so we can discuss appropriate options. I also highly encourage you to directly contact the Disability Resource Center at: [drc@purdue.edu](mailto:drc@purdue.edu) or call them at 765-494-1247. There is a formal process for requesting accommodations, and if you believe you qualify for accommodations, I encourage you to begin the process at once. For more information, please visit: <https://www.purdue.edu/drc/>

Mental Health Statement: Counseling and Psychological Services (CAPS) at Purdue “has a strong commitment to meeting the needs of diverse people. CAPS is committed to helping students benefit from their college experience. CAPS is committed to helping students achieve personal and academic success. Although CAPS works with students in crisis, our primary goal is to assist students with their concerns before they develop into more serious problems. One way that students can do this is to talk to a therapist or psychologist in a supportive atmosphere to aid self-understanding and the resolution of personal issues.” If you are struggling and in need of mental health support, regardless of the source of your struggles, I encourage you to make use of Purdue’s CAPS services. You can contact CAPS by calling 765-494-6995, or by going to the CAPS office on the second floor of the Purdue University Student Health Service. For more information, please visit: <https://www.purdue.edu/caps/about/mission.html>

COVID-19 Policies: This is an in-person class, in which you will be in close proximity to other students, if you have any of the symptoms of COVID-19 (or have recently come into close contact with someone infected) I encourage you to get tested immediately. Purdue no longer has a mask mandate, but I support any students who choose to wear a mask in class. Remember: we keep each other safe.

Major Campus Emergency: While we are all certainly hoping for a smooth semester, as the experience of the pandemic has taught us all, that is not always possible. Should a major campus emergency occur, deadlines, grading, and course requirements are subject to revision. But let's all hope that isn't necessary.

## **Course Schedule (subject to minor changes)**

### **Week 1: It Begins!**

#### Monday, August 21

- Introduction
- Syllabus Overview
- No readings

#### Wednesday, August 23

- Let's talk about (public) speaking (and listening)
- READ:
  - Harris, et al., *Stand Up, Speak Out* – Chapters 1 and 4

#### Friday, August 25

- Faust, Frankenstein, and the Future (core concepts)
- Technological Determinism and Postman's Questions
- READ (both on Brightspace):
  - Sally Wyatt, "Technological Determinism Is Dead: Long Live Technological Determinism," in *Handbook of Science and Technology Studies*, ed. Edward J. Hackett et al. (Cambridge: MIT Press, 2008), 165–80.
  - Vivian Sobchack. "Science Fiction Film and the Technological Imagination." In Marita Sturken, Douglas Thomas, and Sandra J. Ball-Rokeach (eds) *Technological Visions: The Hopes and Fears that Shape New Technologies*. Philadelphia: Temple University Press, 2004. 145-158
  - [OPTIONAL] Neil Postman. "Technology." In *Building a Bridge to the Eighteenth Century*. New York: Vintage Books, 1999. 36-57.

### **Week 2: Speech 1**

#### Monday, August 28

- 10 students give Speech 1

#### Wednesday, August 30

- 10 students give Speech 1

#### Friday, September 1

- 10 students give Speech 1

### **Week 3: Labor Day, Faust**

#### Monday, September 4

- Labor Day!
  - No Class!

#### Wednesday, September 6

- Faust, an Introduction
- READ:
  - Lewis Mumford. "Authoritarian and Democratic Technics." *Technology and Culture*. Vol. 5, No. 1 (Winter 1964). 1-8.
  - Tanvi Misra and Virginia Eubanks. "The Rise of 'Digital Poorhouses,'" *Bloomberg CityLab*. February 6, 2018. <https://www.bloomberg.com/news/articles/2018-02-06/when-criminalizing-the-poor-goes-high-tech>
  - Chris Gilliard and David Golumbia. "Luxury Surveillance." *Real Life Magazine*. July 6, 2021. <https://reallifemag.com/luxury-surveillance/>

#### Friday, September 8

- Faust
- READ:
  - Goethe. *Faust (Part One)* (David Luke translation). Oxford University Press, 2008. 3-47 (Dedication-Faust's Study I).

### **Week 4: Faust (continued), To the Moon!**

#### Monday, September 11

- Faust
- READ:
  - Goethe. *Faust (Part One)* (David Luke translation). Oxford University Press, 2008. 47-101 (Faust's Study II-A Garden).

#### Wednesday, September 13

- Faust
- READ:
  - Goethe. *Faust (Part One)* (David Luke translation). Oxford University Press, 2008. 101-148 (A Summerhouse-END).



### Friday, September 15

- Let's talk about (public) speaking
- Overview of paper 1
- As a class we will watch/listen to President John F. Kennedy's "Address at Rice University" from September 12, 1962, and then discuss it.
- READ:
  - Harris, et al., *Stand Up, Speak Out*. Chapter 5.
  - The text of the speech is available here:  
<https://web.archive.org/web/20180315230845/https://er.jsc.nasa.gov/seh/ricetalk.htm>

### **Week 5: Frankenstein**

#### Monday, September 18

- Frankenstein, an introduction
- READ (posted on Brightspace):
  - Safiya Noble. "Your Robot Isn't Neutral." In Thomas Mullaney, Benjamin Peters, Mar Hicks, Kavita Philip (eds). *Your Computer is on Fire*. Cambridge: The MIT Press, 2021. 199-212.
  - David Nye. "Technological Prediction: A Promethean Problem." In Marita Sturken, Douglas Thomas, and Sandra J. Ball-Rokeach (eds) *Technological Visions: The Hopes and Fears that Shape New Technologies*. Philadelphia: Temple University Press, 2004. 159-176.

#### Wednesday, September 20

- Frankenstein
- READ:
  - Shelley. *Frankenstein: The 1818 Text*. 1-37 (Volume 1: Preface-Chapter 2).

#### Friday, September 22

- Frankenstein
- READ:
  - Shelley. *Frankenstein: The 1818 Text*. 38-77 (Volume 1: Chapter 3-Chapter 7).

### **Week 6: Frankenstein (continued)**

#### Monday, September 25

- Short Paper 1 is due!
- Frankenstein
- READ:
  - Shelley. *Frankenstein: The 1818 Text*. 81-118 (Volume 2: Chapter 1-Chapter 6).

#### Wednesday, September 27

- Frankenstein
- READ:

- Shelley. *Frankenstein: The 1818 Text*. 119-159 (Volume 2: Chapter 7-Volume 3: Chapter 2).

#### Friday, September 29

- Frankenstein
- READ:
  - Shelley. *Frankenstein: The 1818 Text*. 160-216 (Volume 3: Chapter 3-END).

### **Week 7: Speech 2**

#### Monday, October 2

- 10 Students Give Speech 2

#### Wednesday, October 4

- 10 Students Give Speech 2

#### Friday, October 6

- 10 Students Give Speech 2

### **Week 8: October Break, Critique, Player Piano**

#### Monday, October 9

- October Break!
  - No Class!

#### Wednesday, October 11

- Let's talk about (public) speaking, again
- We will discuss and constructively critique the second speeches

#### Friday, October 13

- Player Piano, an introduction
- READ:
  - Abeba Birhane and Deborah Raji. "ChatGPT, Galactica, and the Progress Trap." *Wired Magazine*. December 9, 2022. <https://www.wired.com/story/large-language-models-critique/>
  - Bill Joy. "Why the Future Doesn't Need Us." *Wired Magazine*. April 1, 2000. <https://www.wired.com/2000/04/joy-2/>
  - Joseph Weizenbaum. "Once more—a computer revolution." *Bulletin of the Atomic Scientists*. September 1978. 12-19.
  - [OPTIONAL] Meredith Broussard. "Chapter 8: This Car Won't Drive Itself." In *Artificial Unintelligence: How Computers Misunderstand the World*. Cambridge: The MIT Press, 2018.

### **Week 9: Player Piano**

Monday, October 16

- Player Piano
- READ:
  - Vonnegut. *Player Piano*. 1- 60 (Chapter 1-Chapter 5).

Wednesday, October 18

- Player Piano
- READ:
  - Vonnegut. *Player Piano*. 61-115 (Chapter 6-Chapter 10).

Friday, October 20

- Player Piano
- READ:
  - Vonnegut. *Player Piano*. 115-159 (Chapter 11-Chapter 16).

**Week 10: Player Piano (continued)**

Monday, October 23

- Player Piano
- READ:
  - Vonnegut. *Player Piano*. 160-209 (Chapter 17-Chapter 20).

Wednesday, October 25

- Player Piano
- READ:
  - Vonnegut. *Player Piano*. 210-270 (Chapter 21-Chapter 27).

Friday, October 27

- Player Piano
- READ:
  - Vonnegut. *Player Piano*. 271-304 (Chapter 28-Chapter 30).

**Week 11: Player Piano, An Interlude, The Dispossessed**

Monday, October 30

- Player Piano
- READ:
  - Vonnegut. *Player Piano*. 305-341 (Chapter 31-END).

Wednesday, November 1

- Let's talk about (public) speaking yet again
- Overview of paper 2
- For paper 2 you will pick a TED talk to watch/listen to and analyze. More details will be given in class and in the assignment description on Brightspace.
- READ:

- Harris, et al., *Stand Up, Speak Out*. Chapter 14.

### Friday, November 3

- The Dispossessed, an introduction
- READ:
  - Max Born, et al. “The Russell-Einstein Manifesto.”  
<https://pugwash.org/1955/07/09/statement-manifesto/>
  - Martin Luther King Jr. “Nobel Lecture: The quest for peace and justice.”  
December 11, 1964. <https://www.nobelprize.org/prizes/peace/1964/king/lecture/>
  - White House. “Blueprint for an AI Bill of Rights.”  
<https://www.whitehouse.gov/ostp/ai-bill-of-rights/>
  - [OPTIONAL] Hans Jonas. “Technology and Responsibility: Reflections on the New Tasks of Ethics.” *Social Research*. Vol. 40, No. 1 (Spring 1973), pp. 31-54.

## **Week 12: The Dispossessed**

### Monday, November 6

- The Dispossessed
- READ:
  - Le Guin. *The Dispossessed*. 1-62 (Chapter 1 and Chapter 2).

### Wednesday, November 8

- The Dispossessed
- READ:
  - Le Guin. *The Dispossessed*. 63-125. (Chapter 3 and Chapter 4).

### Friday, November 10

- The Dispossessed
- READ:
  - Le Guin. *The Dispossessed*. 126-191. (Chapter 5 and Chapter 6).

## **Week 13: The Dispossessed (continued)**

### Monday, November 13

- Short Paper 2 is Due!
- The Dispossessed
- READ:
  - Le Guin. *The Dispossessed*. 192-232. (Chapter 7).

### Wednesday, November 15

- The Dispossessed
- READ:
  - Le Guin. *The Dispossessed*. 233-307. (Chapter 8 and Chapter 9).

### Friday, November 17

- The Dispossessed
- READ:
  - Le Guin. *The Dispossessed*. 308-336. (Chapter 10).

#### **Week 14: The Dispossessed (continued), Thanksgiving**

##### Monday, November 20

- The Dispossessed
- READ:
  - Le Guin. *The Dispossessed*. 337-387 (Chapter 11 and Chapter 12).

##### Wednesday, November 22

NO CLASS THANKSGIVING

##### Friday, November 24

NO CLASS THANKSGIVING

#### **Week 15: Speech 3**

##### Monday, November 27

- 6 students give speech 3

##### Wednesday, November 29

- 6 students give speech 3

##### Friday, December 1

- 6 students give speech 3

#### **Week 16: Speech 3, Final Thoughts**

##### Monday, December 4

- 6 students give speech 3

##### Wednesday, December 6

- 6 students give speech 3

##### Friday, December 8

- Concluding Comments

### SCLA Oral Presentation Rubric

|  | Poor | Average | Good | Excellent |
|--|------|---------|------|-----------|
| <b>Introduction</b>  |      |         |      |           |
| How well did the beginning grab the audience's attention?  | 0-1  | 2-5     | 6-7  | 8-9       |
| How effectively did the speaker introduce the topic?   | 0-1  | 2-5     | 6-7  | 8-9       |
| <b>Body</b>  |      |         |      |           |
| How effectively did the presentation flow? Was the body well organized?  | 0-1  | 2-5     | 6-7  | 8-9       |
| How well did the presentation utilize credible supportive evidence? Were there sufficient details (explanations, examples, illustrations, etc.) to support the principal ideas of the presentation?        | 0-1  | 2-5     | 6-7  | 8-9       |
| Was the central message clear? Was there a clear main point/thesis/"take away" that was easy to identify?  | 0-1  | 2-5     | 6-7  | 8-9       |
| <b>Conclusion</b>  |      |         |      |           |
| How well did the speaker bring the presentation to an end?   | 0-1  | 2-5     | 6-7  | 8-9       |
| <b>Delivery</b>  |      |         |      |           |
| How effective was the speaker's eye contact?   | 0-1  | 2-5     | 6-7  | 8-9       |
| How effective was the physical delivery? (posture, gestures, distracting movements, movement)  | 0-1  | 2-5     | 6-7  | 8-9       |
| How effective was the verbal delivery? (tone, rate, volume, vocal fillers)   | 0-1  | 2-5     | 6-7  | 8-9       |
| How well did the speaker use language (vocabulary, terminology if applicable, sentence structure)? Was the language appropriate for the audience and did it support the effectiveness of the presentation? | 0-1  | 2-5     | 6-7  | 8-9       |
| <b>Additional criteria:</b>  |      |         |      |           |
| You may distribute 10 extra points here  |      |         |      |           |
|  |      |         |      |           |
|  |      |         |      |           |