

General Education Assessment Report:

Oral Communication and Speech and Rhetoric

A report on data gathered from courses meeting the requirement for the Speech and Rhetoric general education requirement at Seaver College.

AY 2015-2016

ORAL COMMUNICATION AND SPEECH AND RHETORIC

In the fall of 2015 the GELI committee along with Seaver's Communication Division developed a plan to assess the WASC Core Competency of Oral Communication and the Seaver General Education requirement in Speech and Rhetoric. The AAC&U Value rubric on Oral Communication was used for both of these assessments. The full rubric can be found in the appendices (APPENDIX 1). The rubric has 4 levels of acquired knowledge (benchmark is the lowest and capstone is highest level.) The rubric has five knowledge dimensions:

- (1) Organization of the presentation i.e. introduction and conclusion,
- (2) Language used in the speech measuring levels of appropriateness,
- (3) Delivery techniques i.e. eye contact and gesturing,
- (4) Supporting Material,
- (5) Central Message i.e. is it compelling, clearly stated and consistent.

The benchmark established was based on information and recommendations from AAC&U. Our expectation was that undergraduates fulfilling the general education requirement would score a 2 or better in all dimensions of the rubric and that senior undergraduate students would score a 3 or 4.

MAJOR FINDINGS

1. Rubric scores for the fall and spring averaged around 2.4 out of 4.0 for both semesters (fall/spring). The fall scores were slightly higher than the spring scores. (Table 1).
2. The rubric scores were consistent across rubric dimensions (2.18 to 2.69)(Table 2)
3. The range of the scores showed a distribution that looked very similar among the professors and also when comparing fall to spring semesters. Scores reveal that the average score was around 2.4 but 5% of the scores were at the 4 or capstone level, and 14% were at the benchmark or the lowest level. (Table 3.)
4. Table 4 compares the "assessors" scores of the student work. In fall 2015, 2 faculty members agreed to score students in their sections of Communication 180. Their scores on the rubrics were essentially identical. The "other" group of faculty that participated in the project participated in the spring semester. Their scores were slightly lower than the two professor's scores but still over the benchmark of 2.0.
5. Table 5 examines the data per Seaver division. The sample size did not allow for valid comparison at the program level but a table can be found in the Appendices (1) with average scores per program. A comparison by division revealed the scores ranged from 2.00 to 2.90. The two highest scores had very low numbers in the sample so it is impossible to draw to conclusions about this.
6. Table 6 examined race and ethnicity. Average Scores were once again very close, with no apparent changes based on group. International students scored the lowest but still scored over the threshold of 2.0.
7. Table 7. Average Score by class. Scores were very similar between freshmen, sophomores, juniors and seniors.
8. Table 9: Survey asked students how prepared they believe they were after taking this class. All students reported being either prepared (score of 3.0; 52%) or very prepared (score of 4.0; 48%) on public speaking after taking this class.
9. Table 10: Survey asked students how experienced they believe they were in public speaking before taking this class. The majority of students reported being either somewhat experienced (score of 2.0; 40%) or experienced (score of 3.0; 33%).

METHODOLOGY

Speech and Rhetoric is the Seaver General Education requirement that aligns with the WASC Core Competency of Oral Communication. This requirement is primarily met in the course Communications 180, Public Speaking and Rhetorical Analysis. In the fall of 2015 a sample of 126 students was assessed; in the spring term a sample of 91 students was assessed. The third of four speech assignments in the course was used for the data collection. We analyzed the components of organization, language, delivery, supporting material and centrality of message by using the AAC&U VALUE rubric for Oral Communication.

DATA

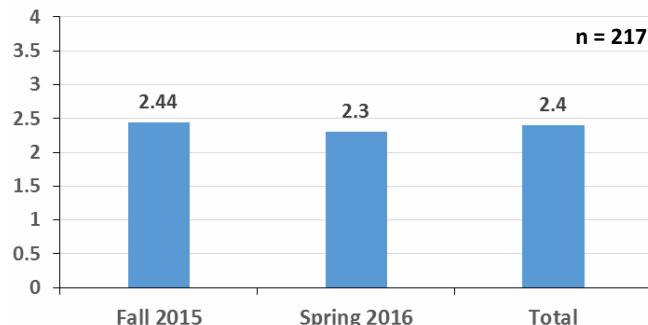
There are three primary data sets in this data collection. Two professors in the Communication division agreed to score students in their sections using the rubric in LiveText. This allowed us to examine demographics along with the rubric scores. Each “professor” scored a total of 217 students (126 in fall 2015 and 91 in spring 2016). A third data set was collected in the spring from “other” professors teaching Communications 180. This group scored their rubrics by hand and then submitted samples from their courses to the Office of Institutional Effectiveness, who then uploaded the data into LiveText. This group of student data is referred to as “other”.

CONCLUSION

Scores averaged between 2.0 and 3.0, with not much difference between fall and spring semesters, among the dimensions, between assessors, among majors, between divisions and no real areas of concern. The distribution had the majority of scores of 2 and 3 with small percentages scoring at 1 and 4. There was no pattern among students in the high and low levels. A student survey conducted in Spring 2016 revealed that on a scale of 1-4, students overwhelmingly reported that they felt prepared (3) and very prepared (4) to speak publically after taking this course, whereas the responses were more evenly distributed when asked how prepared they felt prior to taking this General Education requirement.

We were extremely satisfied with data that was collected, as it demonstrated that the students scored higher than expected in their abilities to communicate in a clear and coherent manner through both their verbal and nonverbal channels of communication. The organizational structure of the speech is clearly observable and the language choices of the students are generally appropriate to the audience. The student speakers appear comfortable and their nonverbal skills aid in making the presentation appear more interesting.

Most impressive to this committee is the research from the student survey that indicated 110/110 students answered that they feel well prepared to present a public speech or oral communication presentation after their class experience (see p.10). We are pleased with the student success that is evaluated by the professors, as well as that which is indicated by the students’ own perspectives.

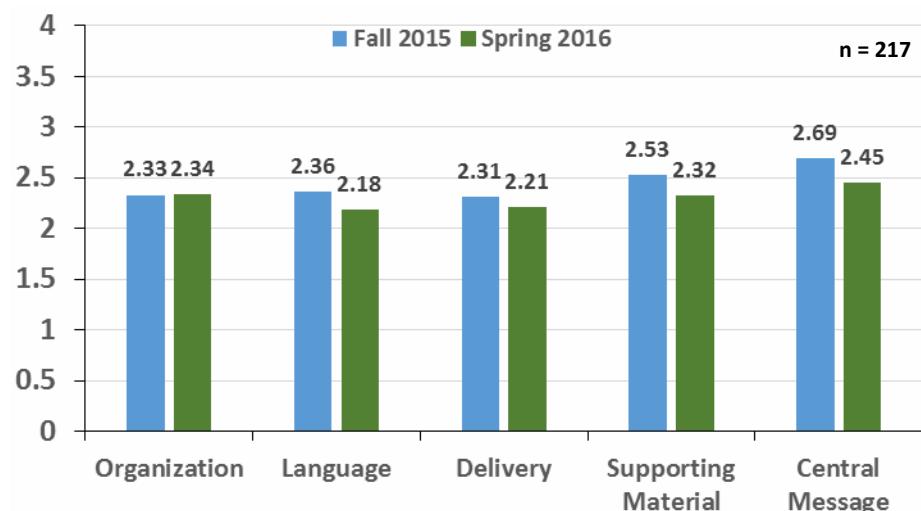
Table 1: General Education—Speech and Rhetoric**Average Scores by Term: Professor 1, Professor 2, and “other instructors”**

Term Name	Student Count	Average Score
Fall 2015	126	2.44
Spring 2016	91	2.30
Total	217	2.40

Rubric scoring based on 4 points: 1 = Benchmark; 2 = Milestones; 3 = Milestones; 4 = Capstone

Table 2: General Education—Speech and Rhetoric**Average Scores by Rubric Dimension: Professor 1, Professor 2, and “other instructors”**

Term Name	Element Title	Average Score
Fall 2015 (n=126)	Organization	2.33
	Language	2.36
	Delivery	2.31
	Supporting Material	2.53
	Central Message	2.69
	Total	2.44
Spring 2016 (n=91)	Organization	2.34
	Language	2.18
	Delivery	2.21
	Supporting Material	2.32
	Central Message	2.45
	Total	2.30



Rubric scoring based on 4 points: 1 = Benchmark; 2 = Milestones; 3 = Milestones; 4 = Capstone

Table 2 examines the scores per dimension in the rubric. This disaggregation reveals lower scores in the spring semester when compared to the fall semester, but the difference is slight.

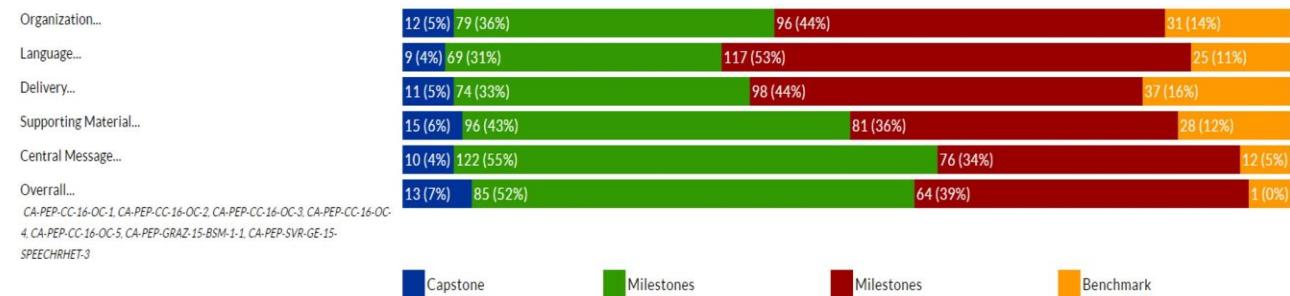
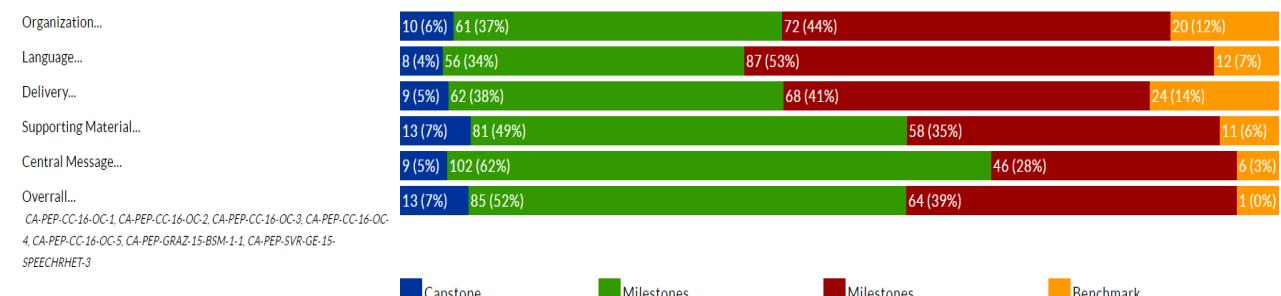
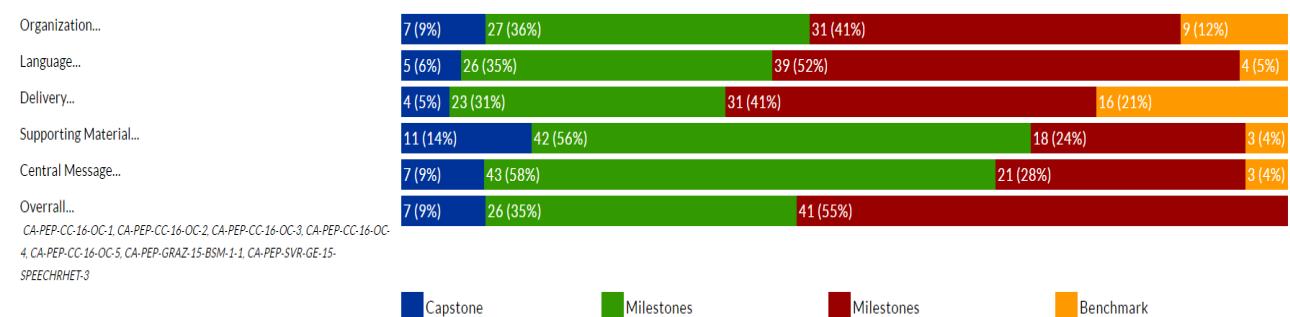
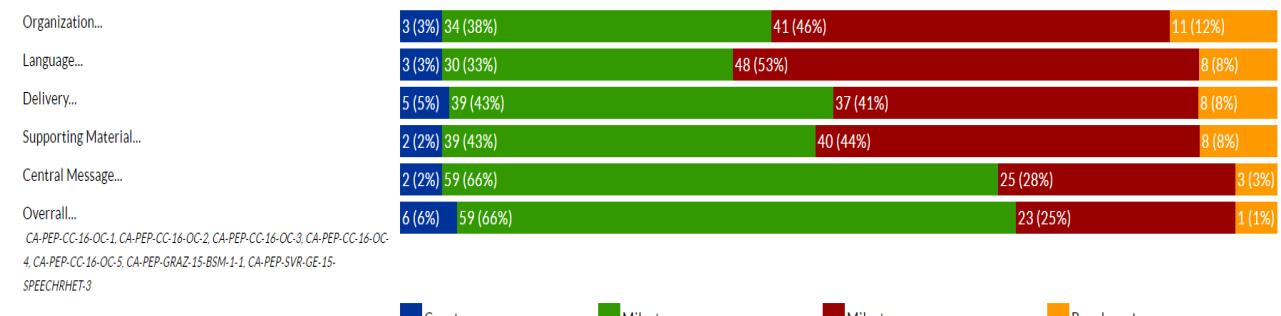
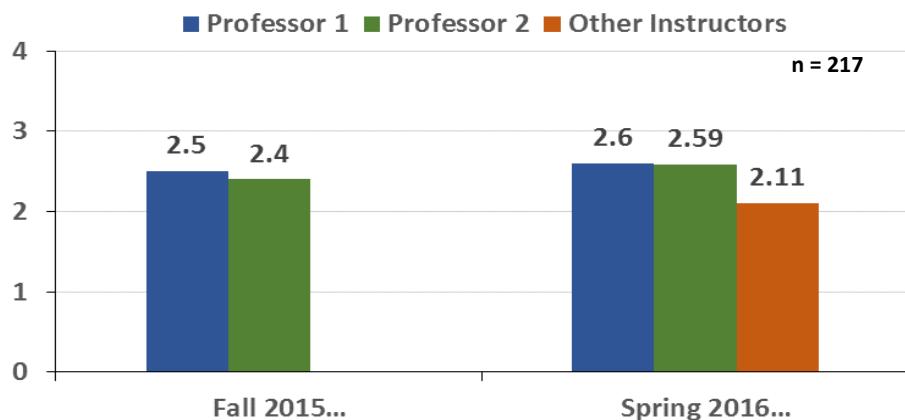
Table 3: General Education—Speech and Rhetoric**Rubric Dimension: Score Distribution by Professor 1, Professor 2, and “other instructors”****N 217****Professor 1 and 2 and “other instructors”****N 160****Professor 1 and 2****N 74****Professor 1****N 89****Professor 2**

Table 4: General Education—Speech and Rhetoric

Average Scores by Assessor: Semester



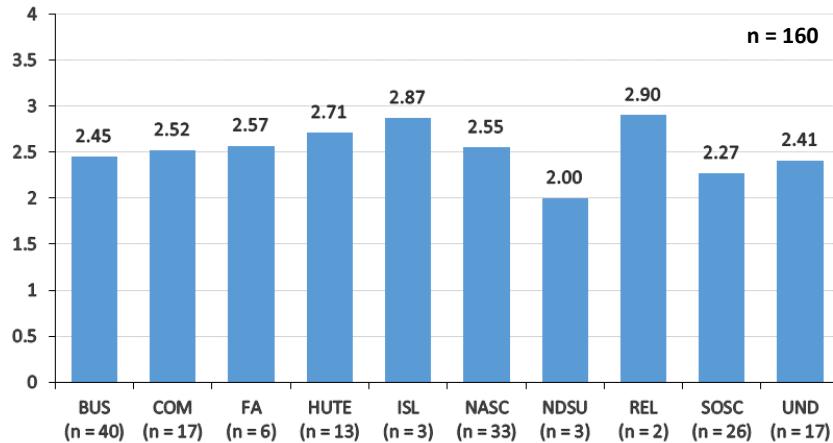
Term Name	Assessor Name	Student Count	Average Score
Fall 2015	Professor 1	54	2.50
	Professor 2	72	2.40
	Total	126	2.44
Spring 2016	Professor 1	19	2.60
	Professor 2	15	2.59
	Other instructors	57	2.11
	Total	91	2.30

Rubric scoring based on 4 points: 1 = Benchmark; 2 = Milestones; 3 = Milestones; 4 = Capstone

Table 4 compares the assessors' scores of the student work. In the fall 2015 semester, 2 faculty members agreed to score students in their sections of Communication 180. Their scores on the rubrics were nearly identical. The “other” group of faculty that participated in the project scored samples in the spring 2016 semester. Their scores were slightly lower than the two professors' scores.

Table 5: General Education—Speech and Rhetoric

Average Scores by Division: Professor 1 and 2



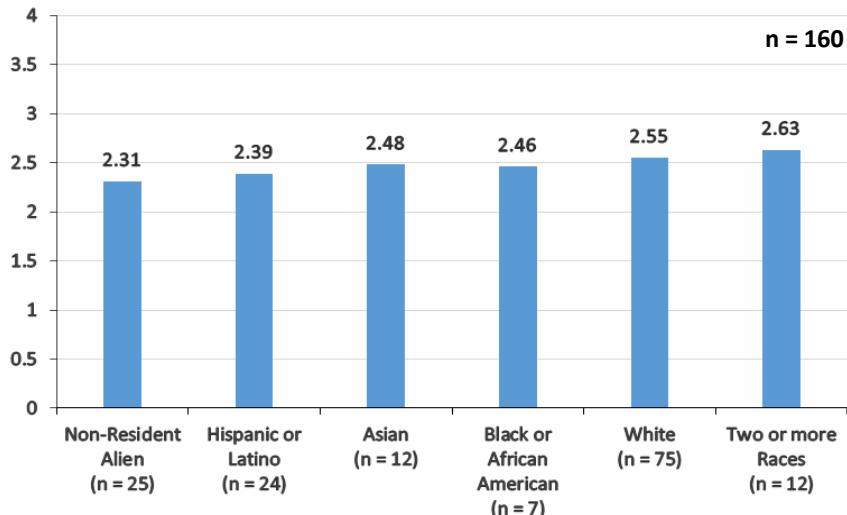
Major Division	Number of Students	Average Score
Business	40	2.45
Communications	17	2.52
Fine Arts	6	2.57
Humanities and Teacher Education	13	2.71
International Studies and Languages	3	2.87
Natural Sciences	33	2.55
Seaver Undergrad Non-Degree	3	2.00
Religion and Philosophy	2	2.90
Social Science	26	2.27
Undeclared	17	2.41
Total	160	2.48

Rubric scoring based on 4 points: 1 = Benchmark; 2 = Milestones; 3 = Milestones; 4 = Capstone

Table 5 examines the data disaggregated per division at Seaver. The sample sizes did not allow for valid comparison at the program level but a table can be found in the Appendices (1) with average scores per program. A comparison by division revealed the average scores ranged from 2.00 to 2.90. The two groups with highest scores had very low sample sizes.

Table 6: General Education—Speech and Rhetoric

Average Scores by Race and Ethnicity: Professor 1 and 2

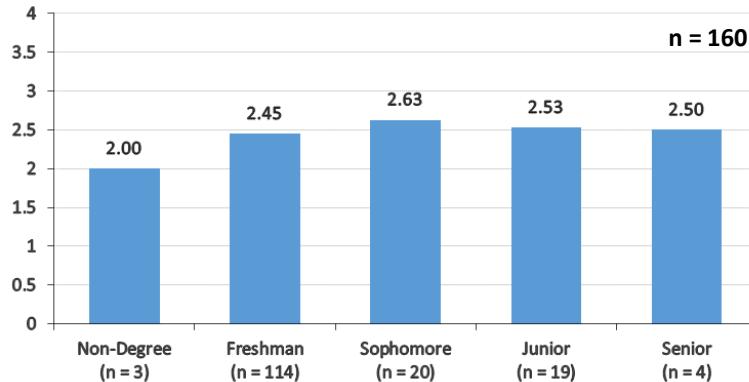


Ethnicity	Number of Students	Average Score
Non-Resident Alien	25	2.31
Hispanic or Latino	24	2.39
American Indian or Alaska Native	1	2.20
Asian	12	2.48
Black or African American	7	2.46
Native Hawaiian or Other Pacific Islander	1	2.00
White	75	2.55
Two or more Races	12	2.63
Race/ethnicity unknown	3	2.37
Total	160	2.48

Rubric scoring based on 4 points: 1 = Benchmark; 2 = Milestones; 3 = Milestones; 4 = Capstone

The categories American Indian or Alaska Native (n = 1), Native Hawaiian or Other Pacific Islander (n = 1), and Race/ethnicity unknown (n = 3) were not included in this graph because of low representativeness.

Table 6 examines the data by ethnicity and race. The non-resident alien or international students earned the lowest scores but still scored within the milestone range. This group may not speak English as a first language, so it would be expected that their scores might be slightly lower.

Table 7: General Education—Speech and Rhetoric**Average Score by Class: Professor 1 and 2**

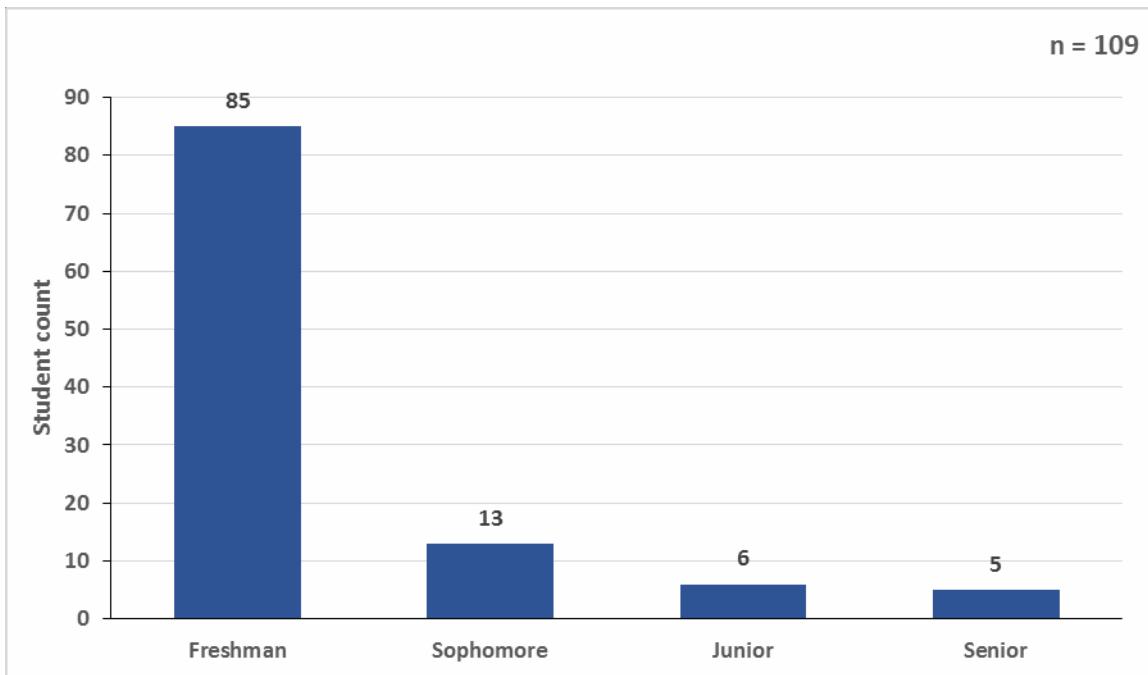
Class	Number of Students	Average Score
Non-Degree	3	2.00
Freshman	114	2.45
Sophomore	20	2.63
Junior	19	2.53
Senior	4	2.50
Total	160	2.48

Rubric scoring based on 4 points: 1 = Benchmark; 2 = Milestones; 3 = Milestones; 4 = Capstone

Table 7: Class rank did not seem to have much of an impact on student performance. Sophomore students had the highest average score, followed by the junior students. There were only 4 senior students in the sample, making it difficult to draw meaningful conclusions.

Table 8: General Education—Speech and Rhetoric

Survey Demographics



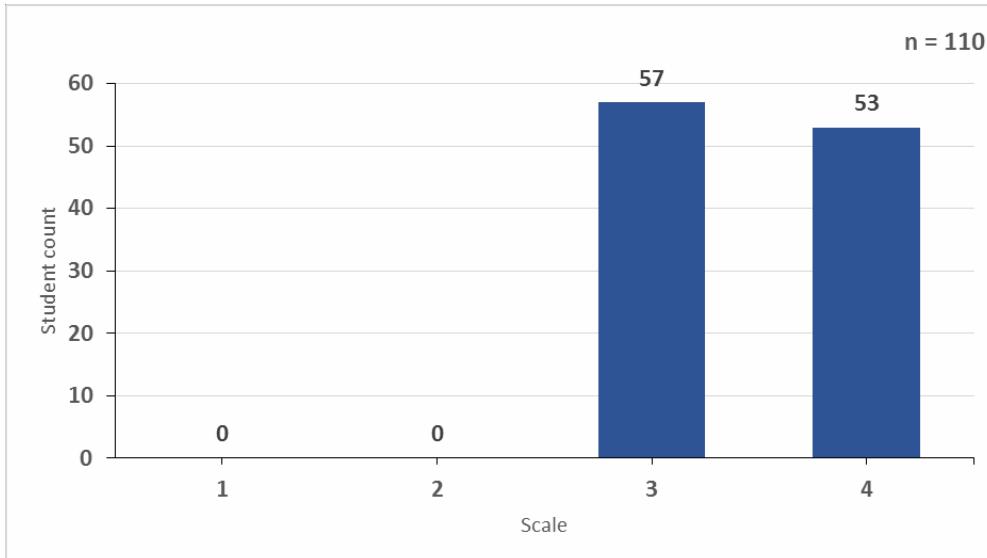
SURVEY

In the spring of 2016 all students enrolled in the Communication 180 classes were asked to complete a survey electronically. Out of the 308 students enrolled, 110 completed the survey. Of the students that completed the survey 85 were freshmen, 13 sophomores, 6 juniors and 5 seniors. Students were asked how prepared they believed they were after completing the course (COM 180). Of the 110 students, 57 reported feeling competent and 53 believed they were very competent.

STUDENT SURVEY DATA
SPRING 2016

Table 9: General Education—Speech and Rhetoric

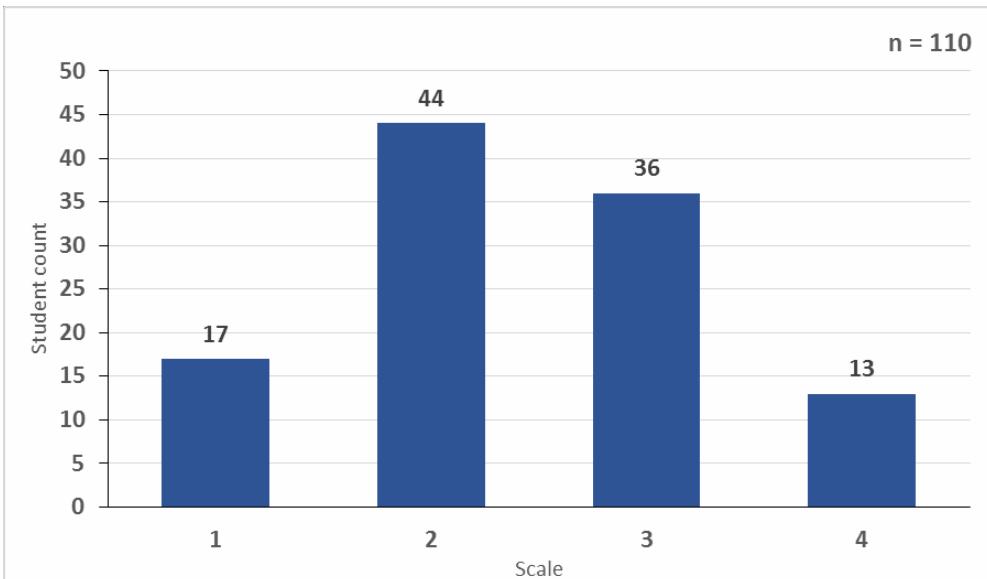
Question 2: After completing this course, how well prepared do you feel you are for public speaking (oral communication)?



Scale of 1 – 4 with 1 being not at all prepared and 4 being very much prepared.

Table 10: General Education—Speech and Rhetoric

Question 3: Prior to this class how experienced were you in formal presenting and public speaking?



Scale of 1 – 4 with 1 being no experience and 4 being very experienced

Table 11: General Education—Speech and Rhetoric

Sample Student Responses
Question 4: Please explain what type of experiences you have had speaking/presenting publically prior to enrolling in this class.
ACADEMIC EXPERIENCES IN COLLEGE
Debate: Model UN, leadership roles
I was in Mock Trial prior to taking this course
lots of in-class speaking/presentations, personal sharing/testimony speaking at summer camp, church, etc.
ACADEMIC EXPERIENCES IN HIGH SCHOOL
I took a public speaking course in grade school and I gave many presentations for a club in front of club members as well as administrators
Middle school graduation speech, 2 minutes, for 500 people
SOCIAL PRESENTATION
Speaking at random events
Presentations in front of my sorority
Question 5: What was the most important skill (knowledge) you learned in this class?
CONTROLLING ANXIETY AND STRESS
Being able to recognize that everyone gets nervous and that nobody is rooting for you to fail
Getting better at overcoming public speaking anxiety
How to control my fears of public speaking while doing it.
CONFIDENCE
How to believe in myself
Experience to be more confident in front of an audience
How to appeal to your audience
know your audience and use their beliefs to your advantage
ORGANIZATION OF THE SPEECH
Creating an outline for a speech.
Planning and the organization of a speech
Importance of delivery, structure, content and confidence in speeches
Make sure that the format and the content of the speech matches the audience.
BODY LANGUAGE
Using hand gestures and vocal variation during speeches.
Eye contact and body shifting
Not to look at the PowerPoint a lot
Coherently present your research in an engaging and coherent manner. Pitch, tone, eye contact are all important components of delivering a solid speech.
GENERAL PRINCIPLES
Not to memorize my speech and just flow with it
How to be able to speak with only a small keyword outline
I feel that I know how to format many different kinds of speech and deliver them in a confident, clear, and concise way.
The most important skill I learned was to talk to the class without reading my outline.
I learned how to pace myself when speaking and how to better engage my audience.
Question 6: What other topics or areas of study would you have liked to learn in the class?
Analysis of famous speeches or how public speaking effects more areas of life.
Ethnocentrism and democratic characteristics. They are crucial components of crafting a good speech.
How to do a pitch
More on motivational speaking
Other forms of public speaking besides speeches.
better PPT presentation skills (business meeting formats)
I wish we did more in-class speaking practice skills, such as exercises and games to help develop speaking voices and skills
Just maybe have more solo speeches.
Maybe more improvisation

APPENDICES

Appendix 1

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aaccu.org



Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Appendix 2

Average Scores by Major

Major	Number of students	Average score
B.A. Advertising	1	2.60
B.A. Art	1	2.40
B.A. Biology	2	2.70
B.A. Chemistry	2	2.50
B.A. Interpersonal Communication	3	2.60
B.A. Organizational Communication	1	2.40
B.A. Rhetoric and Leadership	1	1.60
B.A. Creative Writing	1	2.40
B.A. Economics	8	2.33
B.A. English	2	2.90
B.A. English – Writing and Rhetoric	1	2.40
B.A. Film Studies	2	2.40
B.A. Intl Studies (Intercultural)	1	3.00
B.A. International Studies (Eur)	1	2.60
B.A. Integrated Marketing Com	2	2.60
B.A. Intl Studies (Political Sci)	1	3.00
B.A. Journalism	3	3.20
B.A. Liberal Arts	6	3.00
B.A. Media Production	1	2.20
B.A. Music	2	2.40
B.A. Natural Science	3	2.20
B.A. Philosophy	1	1.80
B.A. Political Science	11	2.27
B.A. Psychology	7	2.20
B.A. Public Relations	5	2.28
B.A. Religion	2	2.90
B.A. Sports Medicine	2	2.20
B.A. Theatre Arts (Acting)	1	2.00
B.A. Theatre Arts (Technical)	1	2.40
B.A. Theatre and Media Production	1	3.80
B.S. Biology	6	2.53
B.S. Business Administration	2	2.70
B.S. Chemistry	2	2.00
B.S. Computer Science/Math	1	2.20
B.S. Computer Science/Multimedia D	1	2.80
B.S. Mathematics	2	2.30
B.S. Nutritional Science	2	3.00
B.S. Sports Medicine	10	2.80
Pre-Accounting	3	2.47
Pre-Business Admin	29	2.40
Pre-International Business	6	2.63
Seaver Undergrad Non-Degree	3	2.00
Undeclared	17	2.41
Total	160	2.48

Appendix 3

Open Ended Comments

Question 4: Please explain what type of experiences you have had speaking/presenting publically prior to enrolling in this class.		
Category	Subcategory	Response
Academic or school presentation	Academic Experiences in College	Course Presentations (21)
		Acting/Theater, science fair presentations, conference presentations
		Class presentations
		I am a tour guide for Pepperdine
		Debate: Model UN, leadership roles
		I spoke at a symposium
		I was in Mock Trial prior to taking this course
	Academic Experiences in High School	Group discussions
		lots of in-class speaking/presentations, personal sharing/testimony speaking at summer camp, church, etc.
		Individual or Group presentations in high school (12)
Social presentation		I took a public speaking course in grade school and I gave many presentations for a club in front of club members as well as administrators
		Middle school graduation speech, 2 minutes, for 500 people
		Student body addresses (as student council president and class president), giving a eulogy at my Grandmother's funeral, various class presentations
		Spoke at high school retreats and events many times and gave a 20 minute talk on creativity my senior year.
		Bible/Church Presentations (8)
		Speaking at random events
		Speech after winning some tennis tournaments.
		For three years I have done announcements on Sunday morning at my church; I went to Stanford to do a Law Camp where I participated in a Mock Trial that was held in front of lots of people
		Gave public speeches 2 times a month audience ranged from 12 to 400
Others		Presentations in front of my sorority
		I've had to give speeches at cheer banquets.
		Just speaking to a group of very diverse people with different views
		Receiving awards; toasts
		Speaking at beauty pageants, zumba convention, health convention

Question 5: What was the most important skill (knowledge) you learned in this class?		
Category	Subcategory	Response
Behavioral or psychological	Controlling anxiety and stress	How to prepare myself to speak in public.
		cognitive restructuring
		Being able to recognize that everyone gets nervous and that nobody is rooting for you to fail
		conquering anxiety
		getting better at overcoming public speaking anxiety
		How to control my fears of public speaking while doing it.
		Overcoming the stress
		How to control my nerves in anxiety-provoking situations to be able to still present my material in an eloquent, effective manner.
		The most important thing I learned was to not be so afraid of public speaking.
		How to reduce anxiety.
	Confidence	I learned that it's okay to mess up. As long as you pick yourself up with grace and calmness, the audience will probably give you even more respect
		How to believe in myself
		Be confident and prepare!!
		Remaining calm for speeches
		Experience to be more confident in front of an audience
Interpersonal		How confidence is key
		how to be comfortable and communicate in class
		That speaking is just conversing but in a different location - in front of everyone. Like rocks!
		The more you prepare, the better it will go.
		How to speak comfortably and confidently.
		Just speaking confidently no matter what happens during the speech
		You just have to do it
		How to be a good listener.
		Failing to prepare is preparing to fail
		Building credibility
Technical or academic	Organization of the speech	How to appeal to your audience
		How to connect with an audience
		How to listen effectively.
		how to read an audience
		know your audience and use their beliefs to your advantage
		Learning how to present myself well and adjust to the audience
		Make sure that the format and the content of the speech matches the audience.
		Creating an outline for a speech.
		have better organization when i doing my speech
		Outline my speech
		How to organize speeches and present them in a clear way, and also how to make the audience interested in what I am speaking about.
		Planning and the organization of a speech
		Importance of delivery, structure, content and confidence in speeches
		To make an outline and practice
		non-verbal
		How to formally write and present a speech.
		I feel that I know how to format many different kinds of speech and deliver them in a confident, clear, and concise way.

Technical or academic (continued)	Body language	Various aspects to the speech such as gestures and inflection
		Using hand gestures and vocal variation during speeches.
		Not to move around/fidget so much
		Eye contact and body shifting
		Not to look at the PowerPoint a lot
		Coherently present your research in an engaging and coherent manner. Pitch, tone, eye contact are all important components of delivering a solid speech.
		I learned about some posture elements I need to work on
		How to perfect hand gestures and posture
		How to stand/use hand gestures while speaking
	General principles	Ethos, Pathos, and Logos
		Dress for the occasion.
		Not to memorize my speech and just flow with it
		Formal language addressing all audience
		To speak conversationally
		How to be able to speak with only a small keyword outline
		To practice the speech a lot
		Orally speak
		What effective speaking is
		Writing persuasive speech
		Learning to give a speech without just reading it.
		How to make a PowerPoint
		Refined Speech giving
		Talk freely and use a keyword outline. Your speech should be different each time
		How to speak using creative language.
		The different kinds of speeches and how preparing for each kind is a different process.
		the history and structure of rhetoric and the power that comes with being able to communicate properly
		the logical fallacies
		I learned that a good speech can't be received properly if the speaker is unable to overcome the biases he/she or the crowd has.
		how to succinctly tell testimony/personal story
		how to use your posture and vocal tone
		The most important skill I learned was to talk to the class without reading my outline.
		I learned how to pace myself when speaking and how to better engage my audience.

Question 6: What other topics or areas of study would you have liked to learn in the class?	
Category	Response
Theory	Analysis of famous speeches or how public speaking effects more areas of life.
	Analyzing Hitler's Nuremberg Rally
	Ethnocentrism and democratic characteristics. They are crucial components of crafting a good speech.
	Honestly a lot were covered. But I liked analyzing other famous people's speeches
	How to format an outline for a persuasive speech.
	How to prepare speeches for various events
	I would have liked to analyze famous speeches more than we did and discuss them.
	I would have liked to learn about a few more famous speakers and their styles of speaking.
	I would have liked to learn more about when a particular speech is appropriate.
	I would have liked to see more examples of excellent speeches and would have appreciated more concrete examples of the components of a good speech
	I would have liked to see more famous speeches and analyze them.
	More on motivational speaking
	new/creative presentation techniques and technologies
	Other forms of public speaking besides speeches.
Practical	How to keep all this data and stats in my head and in order
	How to do a pitch
	how to give an impromptu speech
	how to hold conversation
	how to improvise
	how to speak with authority and humility at the same time
	How to deal with more pressure while speaking.
	More persuasive techniques used to sway the crowd
	more ways to combat fear of public speaking
	More tips on keeping speeches engaging
	passion behind speech
	some additional personal speech development skills that could be beneficial in professional interview type settings
	Voice intonations
	better PPT presentation skills (business meeting formats)
	Confidence
	Connect more to the business occasions.
	Different ways to talk to the class without feeling nervous.
	Emceeing
	Group Work
	How to do a speech walking through the "stage"
	how to use visual aid
	I think there should have been more practices of public speaking in class.
	I wish we did more in-class speaking practice skills, such as exercises and games to help develop speaking voices and skills
	Just maybe have more solo speeches.
	Maybe more improvisation
	pacing while presenting
Others	Good topic ideas
	I can't think of anything. To me public speaking is just a skill that is developed individually. It's difficult, almost impossible, to generalize the skill in order to teach people because the only good way to give a speech is to be comfortable in your own skin while on stage/at the podium.
	I don't have much experience with public speaking, so all of it was eye-opening and I didn't feel anything was left out of the class that I missed.
	jokes
	Professor Kalinkewicz did an excellent job. Really great teacher, I think he covered everything I would have liked to learn