

Why there should be extra credit for this class (7 minutes)

Attention Getter

Imagine this: You're giving a major speech to your boss which will determine the fate of your job. You took professor Nicola's public speaking class in college to learn how to master speaking in front of others. You never did well in the class, though, but still managed to pass. Every time you asked him if you could redo a speech so you could learn from your mistakes, he would refuse. So, you never truly learned how to give a speech well.

Thesis Statement

Extra credit for Public Speaking should be an option because it will make students more successful, let students put extra effort in, and would give extra practice to students.

Your Credibility

I am credible to talk about this because I believe that extra credit can be beneficial if implemented correctly and want to master the skills in this class. As with everyone else, I struggle with public speaking. And with everything you struggle with, the only way to get better is to practice. Every time I've been offered extra credit, it has given me confidence in myself knowing if I don't do well on an assignment, I can redo it and learn from my mistakes.

Audience Relevance

This is relevant to you because most of you likely have either wanted to redo a speech, up your mastery of the class, or raise your grade. How many times have you felt like an idiot or a failure for not knowing how to do an assignment at first?

(Essay Map) Overview of your 3 Main points

Today, I'm going to persuade you on why extra credit in this class will make students more successful, help with effort, and give extra practice to students who would want to boost their public speaking skills further.

SPEECH BODY

1. 1st Main Point (make students more successful)

a. For success to occur, there is a certain dynamic that must be followed between the teacher and the student for both to be fulfilled in their duty. The teacher must teach, and the student must learn. However, this doesn't happen all the time. If there is an imbalance, there needs to be communication. A teacher's job is to make sure the student is learning the concept being taught. If they fail at that, the teacher has not succeeded in their purpose.

b. This is where extra credit comes in. By allowing a student to do extra credit, they can understand a subject better and prove to the teacher they have learned. If the student has learned, then the teacher is successful.

c. As Erin Risky from study.com puts it, "By keeping extra credit 100% relevant to your classroom curriculum, students can show their mastery of important concepts in ways other than traditional worksheets and tests". Essentially, extra credit should pertain to what is being taught, and the student can thus show what they have learned.

d. Someone against extra credit for this class might say that extra credit isn't offered in the real world. And they'd be correct; at a job in the real world, there's no extra credit or second chances for work. But this isn't the real world we're learning the skills we need for real life in college. The whole point is for students to learn, and if they do not learn in college then they will struggle in the real world. Brandon Busteed at Forbes explains the purpose of college: "College is about both preparing people for a job (and helping them advance their careers and earnings) and to

thrive in their overall lives”. So, in the end, the opportunity for extra credit is helpful if it helps prepare the student for success in life.

Transition Statement to 2nd point

If the student is allowed to learn from their mistakes, then they can be better prepared for the future and give more effort, and in turn, the teacher can better understand the student.

1. 2nd Main Point (Give extra effort show the students who care)

a. Some people might say “If the student fails, that’s on them” But in many cases, that is simply not true. If the student does everything they’re asked and they’re still struggling with the class, then that’s on the teacher. As Bill Page from teachers.net puts it, “When is student failure really teacher failure? When a teacher fails to give positive feedback, not only in grading or assignments but also in all other endeavors”. This means if the teacher doesn’t try to positively influence a student and their learning, their failure is truly the teacher’s fault.

b. Deborah Cohan, a professor of sociology at the University of South Carolina states in her article, Professor Explains Why She Offers Extra Credit, “I see it as a gesture of good faith. It’s a way of communicating to students that I want them to do well and have cultivated various conditions to make that possible beyond the regular assignments -- and, simultaneously, that I am holding them accountable.”

c. What she means, is by offering extra credit, she believes she is helping bridge the gap between student and teacher to help both succeed in their jobs.

d. Cohan then explains how she grades her extra credit: “Each extra credit assignment gives students the opportunity to earn five points, but if they do not write a strong enough paper, they cannot earn all five points. And yes, at times, I have even assigned no points. I also take the liberty to assign points beyond five if the paper is exceptional.”

e. Essentially, the extra credit is not a hand-out and her students must work for the extra points.

If she believes a student's paper is truly exceptional, she grades it as such. By doing this method, her students can be shown that putting in extra effort is beneficial for both them and their grade.

Transition Statement to 3rd point

By allowing for extra credit, students can thus get extra practice in subjects they might struggle in, and in turn, the teacher can do their job more efficiently.

1. 3rd Main Point (the student gets extra practice)

a. If the teacher offers a way for a student to redo the speech and/or learn from their mistake, the teacher can correct their error.

b. For example, a student could give another speech on a covered topic instead of redoing a speech to master the subject, give a one-minute random speech on the spot to practice speaking in front of others, a critique of a prior speech or another person's speech, and a speech on a topic not covered.

c. A teacher against extra credit might say "If students did every assignment then there'd be no need for extra help" and that is kind of rude if you think about it. That argument is implying that if a student struggles with anything in the class, they deserve to fail and shouldn't be allowed to learn from their mistakes.

d. Sometimes, students struggle to understand a topic even if they have done every assignment asked of them. There needs to be a balance in how the teacher and the student interact.

Zacwilliamsblog puts it nicely, "It is hard for teachers to give singular attention to students, but it is possible, and teachers should make a conscious effort to help those students who have fallen behind". What he means, is a teacher should try to help students that are struggling. If extra credit is allowed, then the student can be helped.

e. In the end, the whole point of this class is so the student can learn and understand the fundamentals of public speaking, and that is just plain impossible if the teacher doesn't offer much opportunity for growth if the initial curriculum isn't enough. I believe for extra credit to be successfully implemented and to counteract students being lazy and thinking they can just make a speech up later; extra credit should only be offered to those who have shown an effort in the class. A student should have done every speech asked of them before extra credit is allowed; say after the third or fourth speech, Nicola can open the option of extra credit using one of my previous ideas. That way, students can understand the extra credit isn't going to be some handout, they'll have to earn it.

Transition Statement to Conclusion

Because of all these reasons, and its benefits to this class if implemented this way, Professor Nicola should put extra credit into his teaching curriculum.

SPEECH CONCLUSION

Re-state what your 3 Main Points were (Essay Map)

Today, I explained to you why extra credit in this class will make students more successful, help with effort, and give extra practice to students who would want to boost their public speaking skills further.

Thanks for listening and have a good day.

Annotated Bibliography

“A friend refers to extra credit opportunities as extra enrichment, and I concur with this. I see it as a way to contribute to expanding students’ curiosity and cultural capital while exposing them to the joys and rewards of lifelong learning”

“Some professors argue that offering extra credit is likely to reinforce students’ laziness and belief that whatever they miss they can make up. ... “But, since deciding to offer extra credit opportunities, I have encountered the opposite. Often the very best students, who do not really need the additional points, are the ones most likely to attend extra credit events. The other group of students most likely to complete extra credit assignments is already doing above average but not superior work in my class; they’re the ones who show at every turn the willingness and earnestness to improve.”

“Each extra credit assignment gives students the opportunity to earn five points, but if they do not write a strong enough paper, they cannot earn all five points. And yes, at times, I have even assigned no points. I also take the liberty to assign points beyond five if the paper is exceptional.”

“By handling extra credit this way, I see it as a gesture of good faith. It’s a way of communicating to students that I want them to do well and have cultivated various conditions to make that possible beyond the regular assignments -- and, simultaneously, that I am holding them accountable.”

Credibility: Deborah J. Cohan is an associate professor of sociology at the University of South Carolina at Beaufort.

Cohan, Deborah J. "Professor Explains Why She Offers Extra Credit ." *Inside Higher Ed*, 16 Jan. 2018, www.insidehighered.com/advice/2018/01/16/professor-explains-why-she-offers-extra-credit-her-classes-opinion.

"In other words, if students want the extra points, they must go above and beyond to complete the extra credit."

"Another benefit of extra credit is that it can give students a chance to learn classroom material in different and creative ways. ... These assignments are extra and not required, but they also relate directly to what's being covered in class."

"By keeping extra credit 100% relevant to your classroom curriculum, students can show their mastery of important concepts in ways other than traditional worksheets and tests."

"Consider allowing students to revise a set number of completed, subpar assignments (e.g., have them choose two or three) before allowing them to complete extra credit. This lets them see where they went wrong before moving on to another separate, 'extra' assignment."

"Always make sure any extra credit is based on actual correct answers, rather than just on completion. Extra credit assignments are pointless if students aren't gaining any knowledge."

Riskey, Erin. "Should I Offer Extra Credit in My Classes?" *STUDY.COM*, Oct. 2017, study.com/blog/should-i-offer-extra-credit-in-my-classes.html.

"They see an extra-credit assignment as just another way to reinforce the learning goals of the course."

“They recognize that extra-credit options will not appeal to all students but can reveal things about them — such as which ones have real enthusiasm for the subject and which ones need extra help.”

“They allow students to revise a paper, and recapture lost points, because it encourages them to keep improving their writing.”

“Extra credit is an extrinsic carrot that renders a compelled attendance at *King Lear* a somewhat hollow exercise.”

Eight strategies that work: “Make sure the assignments actually serve course objectives. ... Set a maximum percentage of extra-credit points that can be earned. ... Specify your extra-credit practices in the syllabus ... Trust but verify. ... Double-check final grades to make sure you’ve included the extra points. ... Reject last-minute appeals ... Use grade grubbing as a teachable moment. ... Just say “no.””

Credibility: *Dana S. Dunn is a professor and chair of psychology at Moravian College. Jane S. Halonen is a professor of psychology and former dean of arts and sciences at the University of West Florida.*

Dunn, Dana S., and Jane S. Halonen. “The Extra-Credit Question: Should You Offer It or Resist?” *The Extra-Credit Question: Should You Offer It or Resist?*, The Chronicle of Higher Education, 3 Apr. 2019, www.chronicle.com/article/The-Extra-Credit-Question-/246015.

“Extra credit may also be in the form of revision. The process of revision, especially in writing assignments, can be used as a way to teach students to reflect on their progress and abilities in writing and take steps to strengthen it.”

Kelly, Melissa. “Extra Credit Strategies that Work.” ThoughtCo, Feb. 11, 2020, thoughtco.com/extra-credit-strategies-7849.

“Our findings showed that by relieving students from the mental pressure of test taking and by making those tests/quizzes as extra credit; students actually performs better in solving harder problems and eventually learns more of the advanced course topics.”

Fuad, Mohammad & Jones, Elva. (2012). Using Extra Credit to Facilitate Extra Learning in Students. *International Journal of Modern Education and Computer Science*. 4. 10.5815/ijmecs.2012.06.05.

“College is about both preparing people for a job (and helping them advance their careers and earnings) and to thrive in their overall lives”

Busteed, Brandon. “What's The Purpose Of College?” *Forbes*, Forbes Magazine, 23 Apr. 2019, www.forbes.com/sites/brandonbusteed/2019/04/10/whats-the-purpose-of-college/#557607a4354e.

“When is student failure really teacher failure? When a teacher fails to give positive feedback, not only in grading or assignments but also in all other endeavors”

Page, Bill. “When Is Student Failure The Teacher’s Fault?” *Teachers.net*, 1 July 2008, www.teachers.net/gazette/JUL08/page/

“It is hard for teachers to give singular attention to students, but it is possible, and teachers should make a conscious effort to help those students who have fallen behind”

zacwilliamsblog. “Failing: Not All the Students Fault.” *Zacwilliamsblog*, 22 Apr. 2016, zacwilliamsblog.wordpress.com/2016/04/22/failing-not-all-the-students-fault/.