

UNIVERSITY of WISCONSIN-GREEN BAY

COMM 133--FUNDAMENTALS OF PUBLIC ADDRESS Spring 2009

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OBJECTIVES:

1. Understand basic principles of public speaking.
2. Perform public extemporaneous presentations with various objectives.
(Make-up times are only assigned to students with documented emergencies.)
3. Demonstrate effective listening skills.
4. Self-critiques of speeches - Class requires purchase of recording tape

TEXT: The Art of Public Speaking - Eighth Edition

Stephen E. Lucas

You'll also need to purchase a recording tape (VHS, or Digital)

Each week you will read several chapters and have quizzes on each chapter. Any notes **you** take, you can use on the quizzes, but not the final exam. During the week there may be activities to do along the way. Early on your in class work time will consist of writing/researching the small speeches and preparing for your forensics experience.

ATTENDANCE: Being in class is important. It will be very difficult to make up quizzes and speeches. I will not slow class down for make up work. If you miss a quiz take it on your own time **WITH ME**. NEVER take a quiz anywhere else. It will not count. If you're absent, be ready to give your speech **FIRST** the next day.

TARDIES: Being tardy to class without a pass suggests this course is not that important to you. You have one freebie for the semester and after that you have a 30 min. detention to be made up within 1 week.

CELL PHONES: College professors detest cell phones in class. I only want to see them when I've ended class for the day. Do not text during class when you have work to do. NEVER text during someone's speech.

FOOD AND DRINK: Your seniors. I don't care as long as we're not by computer equipment and it's not during speeches.

FORENSICS INFORMATION:

UW-GREEN BAY: FUNDAMENTALS OF PUBLIC ADDRESS FORENSICS ASSIGNMENT

All students taking Comm 133 are required to attend ONE forensics meet, either CONFERENCE or SUB-DISTRICT if they make the “Varsity” team. If they make the “Junior Varsity” they still attend one session of events, but that experience will occur at the high school during the school day to 3 separate audiences of Mrs. Brogley’s choice. If you choose to stay with the team, you can. It’s easy and looks great on scholarship applications.

CATEGORIES...

I will go over the major categories. You can view all the categories in Moodle or at <http://www.whsfa.org/> (look for “handbook” for speech).

FORENSICS DATES...

CONFERENCE Feb. 16th @ New London

SUB-DISTRICT Mar. 2nd @ Seymour (*fyi - NHS Banquet is Mar. 9th*)

DISTRICT March 19th @ Bayport

STATE April 17th @ UW-Madison (You're roaming Madison for several hours. You perform **once at 7pm**. It's a lot of fun.)

PRACTICE TIMES...

Mrs. Brogley will give you time to practice *efficiently* in class. If you already have a rapport with Mrs. Koehler, she can coach you after school and you can use my in-class practice sessions as a study hall.

TO GO ON TO THE NEXT MEET...

Beginning at Subdistrict, a participant/entry must earn **16** or more points from two of the judges in a three-round festival to advance to District.

At District, a student must earn **20** or more points from two of the three judges to advance to State.

At State:

25 points = Critic's Choice Award

23-24 points = All State Award

20-21-22 points = Finalist Award

5-19 points = Achievement Award

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WAYS TO EARN ADDITIONAL RECOGNITION...

1. We usually assign a reporter, someone to write news articles for the Times Press.
2. We also need someone to photograph the event. These photos might be used in the newspaper, yearbook, website, end of the year video (if someone makes one).
3. We also will be HOSTING sub-district. This is very stressful for Mrs. Koehler and myself. We'll need people to hang up signs, direct students to the right rooms, etc.

You do earn a forensics pin and other regular recognitions that other clubs receive.

IN ADDITION WE HAVE TWO TROPHIES THAT ARE AWARDED EACH YEAR STUDENTS QUALIFY...

1. Most Dedicated: This goes towards someone that has done everything asked and then some. They've been an exemplary participant that works not only for themselves, but the team.
2. Most Points: At each meet you can earn 75 points between the three rounds. I add those points up and this award is given at the end. This can be competitive.

Questions outside of class can be emailed to send a text to:
jbrogley@seymour.k12.wi.us, nkoehler@seymour.k12.wi.us

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Required Speeches as of February 1, 2009

Introductory Song	30 sec.	20 points
It's great to be me	3 min.	48 points
Truth is Stranger	3 min.	30 points
Forensics Component	8-12. min (depending)	75 points
Six o'clock news	5 min.	40 points
Informative Speech	6 min.	105 points
Demonstration Speech	8-10 min.	105 points
Motivated Sequence Speech	8 min.	105 points
Informative Speech	6 min.	105 points
Speech to Entertain	4 min.	50 points
2 nd Persuasive Speech	8 min.	105 points
Group Discussion	15 min.	100 points
Entertainment Speech	6 min.	105 points

GRADING POINT SCALE:

- A (Excellent)
- AB (Very Good)
- B (Good)
- BC (Above Average)
- C (Average)
- D (Poor)
- F (Unacceptable)

COST: Fees for UWGB credit: \$317.76 plus \$5.00 student ID (unless you have GB Chemistry). This fee goes up each year.

Additional Materials to Purchase: You either need a VHS tape or small DVR tape. I'm willing to use the flip video which requires NOTHING of you, but those videos have to be uploaded to Youtube.

COURSE SCHEDULE (This is tentative as there are several speeches to incorporate into the course schedule. I also haven't accounted for snow days or school activities. The end of the month has extra days to account for the events I haven't added to this particular calendar.)

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[December 2008](#)

January 2009

[February 2009](#)

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 [Holiday Break]	2 [Holiday Break]	3 [Holiday Break]
	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21	22	23	24
	26 Introduction of Course Semester II, Quarter 3 Starts Sing a 30 sec. song	27 Sing a Song and Chapter 1 Lecture	28 Assign "It's Great to Be Me" Speech SOAR Visit from UWGB	29 Quiz on Ch. 1 & Intro Ch. 2	30 "It's Great to be Me" Speeches 10:50 Times Press	31

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February

◀ January 2009		February 2009					March 2009 ▶
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
1	2 Finish "It's Great to be Me" Speeches & Discuss Chapter 2	3 Chapter 2 Test & Homecoming Work	4 Assign Ch. 3 & Assign "Truth is Stranger Than Fiction" Speech Listening Activity	5 "Truth is Stranger Than Fiction" Speech	6 Forensics Work Day	7	
3	9 Forensics Work Day	10 Quiz on 3 and Forensics	11 Introduce Ch. 4, Ch. 4 Activity	12 Type Dialogue, Assign 6 O'Clock News	13 Forensics Work Day	14	
15	16 Conference Forensics at New London Chapter 4 Test	17 Six O'Clock News Introduce chapter 5	18 Six O'Clock News	19 Six O'Clock News	20 Forensics Work Day	21	
22	23 Forensics Work Day	24 Chapter 5 Test & Intro to Chapter 6 "Gathering Materials"	25 Ebscohost Experience	26 Chapter 6 Test & Intro Chapter 7 "Supporting Your Ideas"	27 Forensics Work Day	28	

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March

◀ February 2009		march 2009					April 2009 ▶
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
	2 Sub-District Forensics at Seymour Forensics Work Day	3 Chapter 7 Test & Intro Chapter 8 "Organizing the Body of Your Speech"	4 Related Activity	5 Chapter 8 Quiz and Introduction to Chapter 9	6 Related Activity	7	
3	9 Asg. Demo Speech & Introduce Chapter 10	10 Related Activity	11 Introduce Chapter 11 & Related Activity	12 Introduce Chapter 12 & Related Activity	13 Introduce Chapter 13 & Related Activity	14	
5	16 Introduce Chapter 14 & Related Activity	17 Catch Up Day	18 Review Day	19 Mid-Term Exam	20 Assign Motivated Sequence Speech	21	
22	23	24 Demonstration Speeches - 4	25 Demonstration Speeches - 4	26 Demonstration Speeches - 4	27 Demonstration Speeches - 4	28	
29 Quarter 4 Start	30 Last Prep Day before Motivated	31 Motivated Sequence Speeches - 5					

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April

◀ March 2009		April 2009					May 2009 ▶
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
			<u>1</u> Motivated Sequence Speeches - 5	<u>2</u> Motivated Sequence Speeches - 5	<u>3</u> Motivated Sequence Speeches - 5	4	
5	<u>6</u> Prep Day before Informative Speeches	<u>7</u> Prep Day before Informative Speeches	<u>8</u> Informative Speeches - 5	<u>9</u> No School - Spring Break	10 [No School - Spring Break]	11 [No School - Spring Break]	
12 [No School - Spring Break]	13 [No School - Spring Break]	<u>14</u> Informative Speeches - 5	<u>15</u> Informative Speeches - 5	<u>16</u> Informative Speeches - 5	<u>17</u> Introduce Chapters 15 and 16 - Speaking to Persuade	18	
19	<u>20</u> 2nd Persuasive Speech - 5	<u>21</u> 2nd Persuasive Speech - 5	<u>22</u> 2nd Persuasive Speech - 5	<u>23</u> 2nd Persuasive Speech - 5	<u>24</u> Introduce Chapter 17 "Speaking on Special Occasions"	25	
26	<u>27</u> Introduce Chapter 18	<u>28</u> Entertainment Speeches - 8	<u>29</u> Entertainment Speeches - 8	<u>30</u> Entertainment Speeches - 8			

May will be distributed in March.

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SMALL SPEECHES

"It's Great To Be Me!" Speech

You'll earn your 40 points if you properly address the following:

1. Make sure it's 2-3 minutes long of polished material
2. You give at least 3 solid reasons of why you're a great person. Since you have to speak for 2-3 minutes, you'll need to expand on each reason a little bit.
3. Be sure you're polished. You CAN have a notecard. You should NOT be rolling your eyes and saying, "Yeah, um...about me...like, I enjoy [helping](#) my Grandma and...yeah..."

Bragging about yourself is a difficult thing to do. This will really help you break down a speaking barrier. It should be an easy 48 pts.

Grading Rubric:

"It's Great To Be Me!" Name: _____

3 Solid Separate Reasons: 0 2 4 6

Eye Contact: 0 2 4 6

Polished Verbal Effort: 0 2 4 6

2:00-3:30 Minutes: 0 2 4 6 (2pts off for each 30 sec. under/over)

"The Truth is Stranger Than Fiction" Speech

Time: 2-3 minutes

Purpose: Students must tell a story and the audience has to decide whether they are telling the truth or lying. The story must be one that other students do not know. Speeches lose significant points if I can tell if everyone else knows the story.

Challenge: The students have to watch the speaker carefully and record whether it is truth or fiction. We'll then discuss why we believed some stories and didn't believe others.

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Grading Rubric:

3 Solid Separate Reasons:	0 2 4 6
Eye Contact:	0 2 4 6
Polished Verbal Effort:	0 2 4 6
2:00-3:30 Minutes:	0 2 4 6 (2pts off for each 30 sec. under/over)

The Truth is Stranger than Fiction Reflection

Name: _____

Due: _____ **Analyzed:** _____

Purpose: Students must tell a story and the audience has to decide whether they are telling the truth or lying. The story must be one that other students do not know. Speeches lose significant points if I can tell if everyone else knows the story. This is GREAT practice in analyzing a speaker for CREDIBILITY. The students have to watch the speaker carefully and record whether it is truth or fiction. We'll then discuss why we believed some stories and didn't believe others.

1. When did you know the speaker was lying? What SPECIFICALLY gave them away?
2. What PHYSICAL mannerisms do people do when they're being sneaky?
3. What VERBAL mannerisms do people do when they're being sneaky?
4. At times you'll have to give speeches/talks on issues that aren't important to you or perhaps speeches/talks you don't necessarily agree with (debate). What do you have to remember in these situations about your delivery

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The Six O'Clock News

Time: 5 Minutes

Purpose: To deliver a 5 minute podcast

Challenge: In your small group you'll be delivering a radio broadcast for our high school. Students have five minutes and must include international, national, state, local, sports, and weather. They must have "name" for the broadcaster (just your first name - NO LAST NAMES), call letters for the station, and a commercial. The time is five minutes.

Each person is graded individually as much as possible, although you must be aware that slackers might make your overall presentation not as polished.

Stop watches ARE permitted. ALL recordings must be made using Audacity and uploaded to Gcast. Students can dial straight to Gcast using a phone, but they will not be able to edit their work. Audacity allows for editing.

Don't use your last names.

You can add CLIPS of music to your podcast by importing clips of ROYALTY FREE music from <http://www.podsafefaudio.com/>. Consider fading 3 seconds music out as you cut in to talk news. Or have music playing in the background of your commercial.

To upload to Gcast:

1. Go to <http://www.gcast.com>
2. Our username is my email: jbrogley@seymour.k12.wi.us. Our password is: thunderspeech01
3. Now you have some options. You can call the phone number given and record your audio that way OR you can open Audacity and record it on a laptop. FYI - you MUST export your recording as an MP3 and upload THAT.

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TIPS:

1. Be appropriate. I can't publish anything with sexual innuendos or anything else in the non G rated realm.
2. GRAB a newspaper! Use news that's interesting. Have fun with the local news. Talk about what's going on around the school.
3. You can have a guest on your show. For example, maybe a lead actor in the musical might be on your show to promote the musical. Just be sure they're not dominating the program - balance is important.
4. Have fun with your commercial. Sing a little - create a jingle. "Dons! The place where half the high school works! DONS!" Okay, maybe not that lame...
5. It's not "More cowbell." It's "More dimples." Forcing yourself to talk with dimples will help you articulate your words. You need to hit your consonants clearly. *Articulation matters a great deal for this assignment!*

Grading Rubric

	3	2	1	0
Structural Requirements				
International, national, state, local, sports, weather all BALANCED reasonably				
Name for your three broadcasters, call letters for your station, a commercial				
Speaking Quality				
Effective language skills, including smooth clear transitions, appropriate word choices				
clear, pleasant, and confident voice, reflecting good articulation, pronunciation, volume, pitch and voice quality				
the commercial(s) was incorporated as an important item in the newscast without dominating the news.				
delivered the newscast within the time limits without unnatural speeding up or slowing down.				

Did I remind you not to use your last names?

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FIRST MAJOR ASSIGNMENT: Informative Speech (topic could not have been already given sophomore year)

TIME: 5 Minutes

PURPOSE:

- To define, demonstrate, or describe something of interest to you.
- To give you an opportunity to outline and organize information for presentation in a public communication setting.
- To gain experience in standing before others and delivering data of an informative nature.

WRITTEN REQUIREMENTS:

Be prepared on your assigned speech day to hand in typed outline containing the following elements:

1. A specific purpose statement (the goal of your speech) (10 pts)
2. A central idea (summarizing the body) (10 pts)
3. Two or three main points (in sentence form) (20 pts)
4. An audience analysis work sheet. (10 points)

Other requirements/Notes:

- Time limit: 7-10 minutes
- Select a topic you find interesting. Your assignment is to teach the audience, not to seek an attitude or behavioral change. Some research may be necessary. Do not pick a topic, which will be used for the persuasive presentations.
- Structure your ideas on this topic and write an outline. Remember, this is not interpersonal conversation on a one-to-one basis; therefore, your message must be more structured and well organized into specific main points and supporting material. The speech should have only one overall thesis with 2 or 3 main points.
- A Formal **Preparation Outline** (See p.260-262 in the text and the example in your syllabus) it must be turned on your speaking day, right before your speech. **The preparation outline is worth 50% of your grade.**
- Speech must include a visual aid.
- Speech must include an audience analysis.

Grading Rubric:

INTRODUCTION—15 Points Possible

- | | | | | | | |
|------------------------------------|---|---|---|---|---|---|
| • Good use of an Attention Getter? | 0 | 1 | 2 | 3 | 4 | 5 |
| • Shows good credibility | 0 | 1 | 2 | 3 | 4 | 5 |

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- Relates the topic to the audience 0 1 2 3 4 5
- Did they preview main points? 0 1 2 3 4 5
- Comments--

- **BODY**—15 points Possible
- Points supported with both facts and personal experiences 0 1 2 3 4 5
- Organizational pattern easy to follow 0 1 2 3 4 5
- Did they walk us from step-to-step in a smooth manner? 0 1 2 3 4 5
- Comments—

- **CONCLUSION**—10 points
- Reviews main points 0 1 2 3 4 5
- Provides a memorable, creative conclusion 0 1 2 3 4 5
- Comments—

- **DELIVERY**—40 points
- Eye Contact 0 5 10
- Gestures/Movements 0 5 10
- Vocal Expression (rate, pitch, and volume) 0 5 10
- Handling and appropriateness of note cards/outline/visual aides 0 5 10
- Comments—

- **OUTLINE**—10 points
- In correct format 1 2 3 4 5
- Neat and appropriate 1 2 3 4 5
- Comments—

- **TIME LIMIT**—10 points (Time penalty: 1 point deducted for every 30 seconds over or under limit, you'll be asked to sit down if you go more than 15 minutes over).
0 1 2 3 4 5 6 7 8 9 10

- **TOTAL POSSIBLE POINTS: 105 POINTS**
- **TOTAL EARNED:** _____

ON SPEECH DAY (for the MAJOR speeches):

- Bring an approved type of recording tape (VHS or smaller version – both are sold in the school store) -- Unless I record them on the flip camera and you don't mind watching them on youtube ;).

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- Bring a proper visual aid: It needs to be easy to read from the farthest chair. If it's under your account number, it has to be brought up within 30 seconds without point deduction.
- Create a Bibliography typed in MLA format. These sources need to be mentioned during your speech. Any speech without proper citations is considered plagiarized.
- A ½ page audience analysis of your topic (see below).
- May bring brief note cards that match the outline (DO NOT write your speech out word for word for the final delivery)

Sample Brief Outline Will be Given Before the Planning Stages

AUDIENCE ANALYSIS

- Why should this audience be interested in this topic?
- How much does the audience already know about this subject?
- Why should this audience listen to you about this topic?

EXAMPLE OUTLINE:

Mrs. Brogley

Topic: College Students and Credit Card Debt

Specific Purpose: My purpose is to inform you on the dangers of credit card debt.

Thesis Statement: Credit Cards are dangerous because they give you a false sense of security, have traps, and can ruin your future financial goals.

Method of Organization: Topical

INTRODUCTION:

- I. **(Attention Getter):** I am only 25-years-old and I owe credit card companies over \$7,000 dollars. I have nothing grand to show for it. And no way to easily get out of it.
- II. **Credibility Statement:** *Here I say why I know what I'm talking about.* When I was 19 I signed up for my first credit card in college.
- III. **Relevancy Statement:** *Here I say why you need to listen.* You will soon will be flooded with offers for credit cards. It's essential that you understand what can quickly happen to you too.
- IV. **Preview Statement:** *Here I say what my main points are.* Today, I'll be mentioning why credit cards are dangerous. They, one, give you a false sense of security. Two, have traps, and Three, can ruin your future financial goals.

[First, let me mention why they give you a false sense of security.]

BODY:

- I. False sense of security
 - A. It is so easy to get a credit card.

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1. If you live on a college campus you'll be flooded with offers
2. My experience
 - a. I was standing in the lunch line on campus.
 - b. They were offering something free, like a t-shirt, if you just signed up.
 - c. I signed up, while standing in line.
 - d. A few weeks later, I had a card in my hand.
 - e. Jumpstart, a non-profit organization on Finance, reports that 58% of college students see on-campus credit card marketers within the first few days of school.
 - f. UW-Oshkosh shirt
3. Even if you don't go to college, you will still be swamped with "deals"
 - a. Your name and address is sold/given/found to/by credit card companies.
 - b. You will be sent dozens of quick and easy credit card offers like these
 - c. According to "TruthaboutCredit.org" the average household receives 8 credit card offers a month.
 - d. I received this small stack within 2 mailing days.
- B. When I first decided to sign up for one, it was around Christmas. I had little money for gifts.
 1. I decided to pay off the balance each month, which I did for a few months.
 2. It felt good to be able to buy friends and family nice gifts for the holidays.
- C. I used it to buy what I thought were big and important items
 1. My computer, which is now broken
 2. Parts for my truck, which should be in the junk yard
 3. Sad to say, I'm still paying for both of these expenses on my credit card
- D. I also used it to buy gas, books, and other important items.
 1. I justified it each time because it was a small amount each time.
 2. I would lose the receipts, so I didn't keep track of what I was spending.
 3. Jumpstart also says half of all college students don't pay their balances off each month.

[transition: After feeling like you have a false sense of security, credit card companies will then hook you in with several traps.]

- II. Credit Card companies have numerous traps, which prevent you from paying off the balance quickly. I'll only mention a few.
 - A. Most credit card companies will hook you in with a low interest rate.
 1. "TruthaboutCredit" surveyed multiple credit card offers. They discovered that,
 - a. The average rate was 4.14%, which is very, very low.
 - b. That rate only lasts 6.8 months.
 - c. After that, the rate jumped 264%
 2. The high interest rate keeps you from ever getting your balance down.
 - a. I paid \$100.00 in August.
 - b. 86.08 went to Finance Charges.
 - c. ONLY \$14 bucks was taken off my \$5,000 dollar bill!
 - B. If you accidentally pay late, you're penalized
 - a. With my one credit card, I've lost my bill, been short of money, or just forgetful.
 - b. Each time I've done that I've paid the late penalty of \$30.00.

[transition: These are just a few of the dozens of traps credit card companies will sock you with. You need to understand how they can ruin your future financial goals.]

- III. Having a credit card after school can actually ruin your financial goals that you want 5 years from then.

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- A. Having a large balance or not making payments on time will prevent you from borrowing when you really need it.
 - 1. When I tried to get a loan for my first home, I had to show all credit card debt, which was so embarrassing!
 - 2. The paperwork is immense because I had to show how I was striving to widdle the debt down or at least get a handle on it.
 - 3. I was denied many loans for automobiles and even homes because of spending when I was 19.
- B. Now that I have a solid job, a fair amount of money is going towards debt that I gathered 5 years ago for things that I don't even have anymore!
 - 1. I currently pay off about 200 dollars a month, but that's not enough.
 - 2. According to FamilyEducation's On-Line Credit Card Debt Calculator, I need to pay \$264 dollars a month and NEVER use my credit cards again, if I want to pay off my debt in 3 years!
 - 3. By then, the credit card company will have obtained over \$3,000 dollars in interest from me!
- C. To help, I've consolidated by credit card debt with my credit union.
 - 1. It has a lower rate
 - 2. They take it directly from my checking account

[transition: Credit Card debt can ruin your financial goals—understand that! To Conclude,]

- V. **(Summary Statement):** I have informed you about why credit cards are dangerous. They, one, give you a false sense of security. Two, have traps, and Three, can ruin your future financial goals.
- VI. **(Memorable Closing):** Please understand, that while you are still 2 years away from obtaining them, they are lethal. Jumpstart, tested a large class of high school seniors on personal finance skills. 57% of them flunked. Learn how to be smart now, so you don't end up in a situation like mine. Take it from me—credit cards are junk!

My Example Audience Analysis:

I would think the audience would be interested in this topic because they'll be faced with these temptations soon. And it's so easy to make these same mistakes and I want them to know just how costly a credit card can be. They might already know something about this topic because the economy is in the tank right now and their parents might have done something like I have. It's pretty common, unfortunately. And some of them have older siblings that may have done this too. They should listen to me because I have buried myself into a huge chunk of credit card debt and I'm so regretful. Because of financial choices I made 10 years ago, I'm still struggling now and that takes away from my peace of mind and even from being able to pay important bills now, like child care. I wish someone would have helped me when I was younger!

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SECOND MAJOR ASSIGNMENT: Demonstration Speech

Demonstration Speech

(5-10 Min)

What is it? A demonstration speech is an informative speech in which a speaker presents step-by-step directions to an audience about how to do or how to make something. The speaker carefully demonstrates every step of the process. The information the speaker presents is enhanced by the speaker's use of visual aids and movements and gestures.

How do I select a topic?

Choose a topic that interests you and is easy to fulfill the requirements on the rubric.

- *Select* a topic that you can easily provide visual aids.
- *Select* a topic that will be relevant and interesting to the majority of your classmates.
- *Avoid* obvious or trivial topics. If most people in the audience already know how to complete the process you are demonstrating, then there is no need for you to demonstrate it, unless you are demonstrating a totally new and different way to do so.
- *Avoid* any topic that is too complicated. If the process cannot be broken down into simple and distinct steps, or would take too much time to demonstrate, pick something else.
- *Avoid* any process that cannot be easily demonstrated in our classroom. Consider constraints such as lack of space or equipment.

Rules for Food Topics:

- Do not demonstrate how to make something that comes from a box. If it is not a unique, homemade recipe, then don't do it.
- You need to take digital pictures and make a PowerPoint slideshow for your speech. Do not include any words. And make sure you include black slides for those moments when you talk about something else. (follow the example in class)
- Must have finished product. (If this is too difficult, then please choose a non-food topic.)

Structure of Speech

The speech must have an introduction, body, and conclusion.

Introduction should include:

Attention-Getter:

- an interesting fact or statement —an interesting or humorous story
- a famous quotation —a vivid description
- an interesting statistic

Tie To Audience:

- Make the topic of the speech clear and meaningful to the audience

Statement of topic and credibility:

- Clearly state the process you will demonstrate
- Explain why you are a credible source

Preview of Main Points (P.O.M.P.):

- Preview the main parts of the body of your speech.

Body

Have at least three distinct points.

Identify and describe the materials needed to complete this process

Assignment: Present a 5-to-10 minute demonstration speech to the class.

- What are they?
- Where can one find them?

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- Think about alternatives.

Include an explanation for each step involved:

- Make sure steps are in chronological order.
- Define any terms that might be unfamiliar to your audience.

Think of alternatives to the steps mentioned?

What is some relevant background info/history on topic?

Conclusion

Summary of Main Points – restate the points that you presented.

Round-off – end by returning to your attention-getter.

10 Golden Rules:

1. Choose a topic that can be reasonably be covered in 5-10 minutes.
2. Use visual aids large enough for everyone in the audience to see.
3. Carefully set up all materials and cover the demonstration area (if necessary to avoid a mess) before beginning the speech. (The speaker will not be able to return to her seat to get needed items.
4. Open all bottles and containers before beginning the speech.
5. Clearly explain and demonstrate each and every step of the process.
6. Keep talking during the entire speech. Demonstration without a verbal presentation will not be adequate.
7. Keep speaking and demonstrating no matter what happens. Do not apologize for problems. Apology only draws attention to a mistake or problem.
8. Discuss variation or offer extra hints for success instead of demonstrating without speaking. (Research and think of ideas to have in case you need something to say).
9. Show a finished product or process during the speech.
10. Answer questions after the speech, and then clean up.

What is required for this speech?

Time: your speech should last between 5-10 minutes. Points will be deducted for time over and under.

Materials: on the day you deliver your speech, you are required to have the following:

A typed **outline** that includes all of the parts. (See example)

A **note card**, from which you will speak, that contains no more than 50 words.

Visual aid(s) of some sort that will be used for your demonstration.

How do I complete this assignment?

1. Decide on a topic that fits the criteria.
2. Make a list of required material and from where one can obtain this material.
3. Make a list of steps. Think of alternatives.
4. Write your speech outline, using the example as a template.
5. Remember to have transitions.
6. Prepare the note card from which you will speak.
7. Gather all necessary materials and visual aides.
8. Practice, practice, practice. Time your speech. Find an audience or rehearse in front of a mirror.

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SPEECH EVALUATION CRITERIA (Approximate)

Demonstration Speech Evaluation Sheet

Speaker _____ Topic _____ Time _____

Comments:

Introduction (15)

Attention-getter interesting/average/weak/none
Thesis clear/marginal/not clear/none
P.O.M.P. Well organized/weak/none

Body (10)

Transitions smooth/adequate/weak or none
Main Ideas 3 +/2 /1/no organization of ideas

Conclusion (15)

S.O.M.P. strong/adequate/weak/none
Round Off strong & creative/adequate/repeat/none

Content (20)

Demonstration clear and thorough/marginal/confusing
Tips/background/additional info useful/
clear/marginal/none

Delivery (30)

Eye contact consistent/sometimes/need more/never
Gestures natural/need improvement/distracting/stiff/none
Posture/stance appropriate/distracting
Volume appropriate/soft/loud/no variation
Rate appropriate/fast/slow/no variation
Tone/vocal variety appropriate/marginal/mumbling/monotone
Facial expressions appropriate/average/deadpan
Enthusiasm above average/adequate/lacking/none
Vocal Pauses none/few/many
Dress/Grooming appropriate/needs improvement/inappropriate
Speaking while demonstrating natural/good/adequate/lacking

More on next page

Visual Aid (10)

Power Point

Useful/not useful appropriate size/too small
Appropriate amount/too few/none
N/A Had black slides/Distracting because of words or
pictures that didn't match with speech.

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THIRD MAJOR ASSIGNMENT: Persuasive Communication: Speech for Immediate Action

1. Purpose of assignment: to gain experience in a communication situation in which the individual organizes and discusses information of a persuasive nature. The ultimate purpose of this communication event is to produce behavior change.
2. Time limit: 8 minutes (7-9 meet assignment)
3. On Performance days the following are due:
 - A. Bring VHS or approved type of recording tape.
 - B. Note cards may be used.
 - C. Written work is due.
 - D. Speech must include a visual aid.
4. Evaluation: Your final grade will be a combination of written work and the speech event.
 - A. Written work - **must be typed**
 1. Must Include a **Preparation Outline (again 50% of the grade)**
 2. Must Include an **Audience Analysis**
 - a. Why should my audience be interested in this topic?
 - b. How much does my audience know about this topic?
 - c. Why should they listen to me about the subject?
 - d. What need of this audience does this speech address?
 3. Bibliography: **Minimum of 2 Sources**
 - B. The Speech Event (See the Informative Speech Criteria for Evaluation)
Major considerations include the orderly presentation of material effective demonstration of speaking skills, and the persuasive effect produced as a result of the speech.

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Speech for Immediate Action – Topics

Giving of your Time

- Nursing homes
- Volunteer Activities

Giving of Yourself

- Blood
- Bone Marrow
- Organs

Giving Money

- Charities
- Political Candidates

Joining

- Intramural Athletics
- Student Activities
- Students Government
- Greek Organizations
- Professional Organizations
- Religious Organizations

Taking Courses

- CPR/First Aid
- Yoga
- Dance
- Computer
- Foreign Language
- Travel Courses

Stop/ Reduce Doing Something

- Procrastination
- Smoking
- Drinking
- Drinking and Driving
- Drugs
- Spending

Using Campus Facilities

- The International Center
- Career Services
- Health Services
- Advising Services
- Counseling Center
- Phoenix Center

Start/ Continue Doing Something

- Eating Better
- Exercise
- Jogging
- Walking
- Time Management
- Traveling
- Wearing Seatbelts
- Participation in a Sport
- Sing or Play an instrument
- Attend Cultural Events

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FINAL EXAM SPEECH

Speech for Passive Agreement

1. Purpose of assignment: to gain experience in a communication situation in which the individual organizes and discusses a controversial social issue to an audience that may have opposing views.
2. The student is required to find a partner from the class to address the same topic from opposing sides.
3. Only two teams will be allowed per topic.
4. Time limit 8 minutes (7-10 meets assignment)
5. Performance days
 - a. Bring VHS tape
 - b. Bring note cards
 - c. Written work is due
 - Must have a **Preparation Outline** due the day of the speech.(50% of grade).
 - Must include a minimum of **four outside sources**.
 - Must include an audience analysis that answers these questions:
 1. Who is my target audience for this speech?
 2. What attitudes towards this topic does my audience hold?
 3. What audience needs does my speech address?
 4. Why should this audience listen to me?
 5. What do I need to be careful about to keep my audience's attention?
 - d. Speech must include a visual aid (and one of the visuals must use **(power point)**).
6. Evaluation (See Evaluation Criteria for the Informative Speech)
 - a. Your final grade will be a combination of written work and the speech event.
 - b. Major considerations include the orderly presentation of material, effective demonstration of speaking skills, and the persuasive effect produced in the audience as a result of the speech.
 - c. **You are not competing against your partner--you can both be assessed the same grade or very different grades.**

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Second Persuasive Topics

Capitol Punishment
Abortion
Paying College Athletes
Animal Experimentation
Limit immigration
Limiting Protesting at Abortion Clinics
Homosexual Marriage
Homosexuals in the Military
Homosexual Adoption
Women in Combat
No Fault Divorce
Changing the Tax Code (A flat Tax)
Restrictions on Gambling
Changing the Judicial System
The BCS
Deer Hunting
The Electoral College
Political Commercials
Gun Control
Funding More Day Care
Manned Space Flights
Drug Testing
Animal Rights
Year Round Schooling
Legalizing Drugs
Flag Burning
Pit bulls
Censorship
Genetic Engineering
The Legal Drinking Age
Active Euthanasia
Surrogate Mothers
Ethnic Adoption
Invading Iraq
Government Involvement in Limiting
Obesity
Buying Drugs from other Countries

Sentencing
Motorcycle Helmets
National Health Insurance
Term Limits for Congressmen
Nationally Funded Elections
Adolescents in Adult Court
Indian Treaty Rights
Indian Mascots
AIDS Disclosure
Hiring Quotas
Women in Combat
Bilingual Education
English as a National Language
Stiffer Driver's License Requirements
Federal Support for the Arts
Prayer in School
Combining the branches of the service
Another Approved Controversial Topic

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Name _____ Topic _____

First Informative Self-Assessment

What did I like best about my presentation?

What did I like least about my presentation?

What would I do differently next time?

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Name _____ Topic _____

Second Informative Assessment

What did I like best about my presentation?

What did I like least about my presentation?

What would I do differently for the next presentation?

Name _____ Topic _____

First Persuasive Speech Assessment

What did I like best about my presentation?

What did I like least about my presentation?

What would I do differently for my next presentation?

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Name _____ Topic _____

Second Persuasive Presentation

What did I like best about my presentation?

What did I like least about my presentation?

In the future, do I feel prepared to make a successful presentation?