

COMM 133--FUNDAMENTALS OF PUBLIC ADDRESS

Fall 2009 and Spring 2010

2 sections (1 each semester)

Credits: 3 undergraduate credits

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Fall start and end dates: 9/01/2009 - 1/22/2010

Spring start and end dates: 1/25/2010 - 6/3/2010

Times: To Be Determined

OBJECTIVES:

1. Understand basic principles of public speaking.
2. Perform public extemporaneous presentations with various objectives.
3. Demonstrate effective listening skills.
4. Self-critiques of speeches - Class requires purchase of VCR or DVD Tape (VHS)

TEXT: The Art of Public Speaking (Eighth Edition) by Stephen E. Lucas

MAJOR SPEECH ASSIGNMENTS and GRADING:

| | | |
|--|----------------|---------|
| Introductory speech | 3 minutes | 20 pts |
| It's great to be me | 3 minutes | 60 pts |
| Six o'clock news | 5 minutes | 200 pts |
| Storytelling | 5-7 minutes | 100 pts |
| Demonstration/process speech | 8-10 minutes | 300 pts |
| Informative speech (End Quarter 1) | 4 minutes | 300 pts |
| | | |
| Persuasive speech 1 | 8 minutes | 200 pts |
| Speech to entertain | 6 minutes | 100 pts |
| Group discussion | 15 minutes | 100 pts |
| Oral interpretation | 8 minutes | 200 pts |
| Readers' Theatre | Time will vary | 50 pts |
| Historical Speech | 6 minutes | 200 pts |
| | | |
| Final speech - Persuasive speech 2 (End Quarter 2) | 8-10 minutes | 400 pts |

Notes:

One speech, the Historical Speech, must incorporate a Power point presentation.

You will also be participating in many different exercises and activities in order to help to arrive at your definition of communication, as well as taking weekly exams on chapters from the text.

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ASSIGNMENT

Storytelling

TIME:

5-7 minutes

PURPOSE:

Storytelling helps develop skill in presenting imaginative material in the narrative form. Storytelling demands a focus on audience, and stories should be told in a manner that would be suitable for the intended audience.

REQUIREMENTS:

1. Notes are not permitted
2. The speaker must sit in a chair during the performance. No costume or props are allowed.

SPEECH:

1. An introduction, which includes titles, authors, tone and theme is required,
2. A student will choose and rehearse one story. Original material is acceptable.

SPEECH EVALUATION CRITERIA CONTENT (each criteria is scored on a 5-point rubric):

1. To what extent did the **story**, as told, constitute a coherent, spontaneous and unified narrative appropriate to the topic area (Did the story make sense? Did you remember all the parts of the story? Did it follow in a logical order?)
2. To what extent was the teller's **choice of language** appropriate to the chosen story and audience? Your score may lower the rank due to use of profanity or vulgarity.
3. To what extent did **nonverbal expressions** including such items as gestures, facial expression and bodily movement contribute to the story?
4. To what extent were the **vocal aspects** of the performance appropriate and enhancing to the meaning of the story, including such items as articulation, pronunciation, vocal clarity, volume, rate and pitch?
5. To what extent was the suggestion of **character and character relationship** appropriate to the material?

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ASSIGNMENT

Demonstration Speech

TIME:

10 minutes

PURPOSE:

A demonstration speech explains how to do something or how something works. The speech must be instructive and present valuable and significant information in a well-organized and clear manner.

REQUIREMENTS:

Be prepared on assigned day to hand in a completed Demonstration Speech Form

SPEECH:

1. The use of notes is optional.
2. Visual aids, if used, should enhance the demonstration but not to take the place of objects or activity.
3. Demonstration speeches must **show** the audience how to do something, not just describe how something is done.

SPEECH EVALUATION CRITERIA CONTENT (each criteria is scored on a 5-point rubric):

1. To what extent was the chosen **topic** appropriate for an 8-10 minute demonstration speech?
2. To what extent was **the use of objects and/or physical activity** incorporated into the demonstration process?
3. To what extent did the presentation: (a) achieve **effective organization**, and (b) employ **effective language skills**, including such items as use of transitions and clear, vivid and appropriate word choices?
4. To what extent was the **vocal presentation** clear and appropriate to the subject, including such items as articulation, pronunciation, volume, rate, pitch, and voice quality?
5. To what extent did the **physical presence** contribute to the clarity and effectiveness of the presentation, including such items as facial expression, eye contact, gestures, and bodily movement?
6. How closely did the speaker adhere to the 10-minute **time limit**?

Demonstration Speech Form

Name _____ Topic _____

Visual Aids needed: (list)

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

INTRODUCTION:

Steps: (list and describe what is done at each step) & (Copy steps onto your note card)

1st

2nd

3rd

4th

5th

6th

7th

8th

(List additional steps on the back)

CONCLUSION:

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ASSIGNMENT

Informative Speech

TIME:

4 minutes

PURPOSE:

To define, demonstrate, or describe something of interest to you.

REQUIREMENTS:

Be prepared on assigned day to hand in one page of paper containing the following:

1. A specific purpose statement. (10 pts)
(What you want the audience to learn)
2. A central idea (summarizing the body) (10 pts)
3. Two or three main points (20 pts)
4. The audience analysis (10 pts)
 - A. Why should this audience be interested in this topic?
 - B. How much does the audience already know about this subject?
 - C. Why should this audience listen to you about this topic?
 - D. How are you going to adapt the topic specifically for this audience?

SPEECH:

1. Establish some connection with your topic.
2. Teach your audience something.
3. Go over again what the audience has learned.
4. Thank the audience for listening.

On speech day:

- Bring a VHS tape
- Bring a paper with specific purpose and audience analysis
- May bring brief note cards

SPEECH EVALUATION CRITERIA CONTENT (each criteria is scored on a 5-point rubric):

1. To what extent did the introduction gain audience attention; state specific purpose; establish credibility; motivate audience to listen? (x 2)
2. To what extent were examples provided for clarity (good support)?
3. To what extent did the conclusion summarize the main point; provide closure?
4. To what extent did the **physical presence** contribute to the clarity and effectiveness of the presentation, including such items as facial expression, eye contact, gestures, and bodily movement? (x 2)
5. To what extent was the **vocal presentation** clear and appropriate to the subject, including such items as articulation, pronunciation, volume, rate, pitch, and voice quality? (x 2)

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Example:

Luke Engel
Fundamentals of Public Address
Informative Speech
2/14/00

(1.) Specific Purpose:

To inform the audience of how to effectively use the UW-Green Bay catalog in determining what classes they need to take for their major(s), minor(s), and General Education requirements.

(2.) Central Idea:

When using the UW-Green Bay catalog to determine what classes you need to take to graduate, you need to consider the classes required for your major(s), classes required for your minor(s), and also the General Education requirements placed by the University.

(3.) Main Points:

I. The first area to look at in determining what classes you need to take is your specific major(s).

II. The second area you need to look at when determining what classes you need to take is your specific minor(s).

III. The third area you need to look at when determining what classes you need to take is the General Education requirements placed by the University.

(4.) Audience Analysis:

I thought this was a good topic for this class because we are all college students who have a major area of study. Most also have a minor area of study and we all have to fulfill the General Education requirements of UW-Green Bay. Adapting this to everyone's major and minor in the audience would take far too much time so I will simply offer general tips for utilizing the catalog.

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ASSIGNMENT

Persuasive Speech I

TIME:

8 minutes

PURPOSE:

- a. To give you an opportunity to outline and organize information for presentation in a public communication setting.
- b. To gain experience in standing before others and delivering data of an informative nature.

REQUIREMENTS:

- ✓ Select a topic you find interesting. Your assignment is to alert the audience to the existence of a problem and suggest solutions or action. Some research will be necessary. Do not pick a topic which will be used for your final 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. The outline should be divided into Introduction, Body, and Conclusion, including appropriate information in each category.
- ✓ Be prepared on assigned day to hand in one page of paper containing the following:
 - 1. A specific purpose statement. (10 pts) (What you want the audience to learn)
 - 2. A central idea (summarizing the body) (10 pts)
 - 3. Two or three main points (20 pts)
 - 4. The audience analysis (10 pts)
 - A. Why should this audience be interested in this topic?
 - B. How much does the audience already know about this subject?
 - C. Why should this audience listen to you about this topic?
 - D. How are you going to adapt the topic specifically for this audience?
- ✓ Note cards (Prefer 3 x 5).
- ✓

-Performance day:

-Bring VHS tape.

-Note cards may be used.

-Written work is due

SPEECH EVALUATION CRITERIA CONTENT

Introduction: 20 points

Gains audience attention; States specific purpose; Establishes credibility; Motivates audience to listen

Body: 20 points

2 to 3 main points in sentence form (10 points); Provides examples for clarity (10 points)

Conclusion: 20 points

Summarizes main point; Provides closure

DELIVERY: 40 points

Rate; Volume; Posture; Eye Contact; Vocal Pauses; Gestures

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Example:

Lila Thomson

Specific Purpose: To inform the audience about the effects of sleep deprivation on the average person.

Central Idea: Although sleep deprivation affects many people, it can be easily corrected.

Method of Organization: Topical

Introduction

- I. Before I start my speech today I want everyone in the class to take a short quiz.
 - A. According to the National Sleep Foundation, anyone who answers yes to three or more of those questions are sleep deprived.
- II. A news program recently sparked my interest in sleep deprivation.
 - A. It said that tired drivers were worse drivers than drunk drivers.
 - B. It made me wonder exactly how much sleep I was missing and how it was affecting me.
 - C. So I researched sleep deprivation on the Internet and in the library.
- III. Today I want to inform you exactly how those sleepless nights are affecting you and how to get more of the sleep you need.

Body

- I. True sleep deprivation has been examined in several studies.
 - A. Randy Gardner holds the world record for staying awake 264 consecutive hours (Coren).
 1. He experienced physical impairment.
 2. He experienced mental impairment.
 3. He experienced micro sleeps (Borbely).
 - B. Dr. Allan Rechtschaffen conducted sleep research on rats.
 1. All rats died within 21 days of not sleeping.
 2. Autopsy revealed nothing unusual except body temperature.
- II. Many people operate on a sleep debt.
 - A. Sleep debt is the accumulated hours of sleep you have missed.
 - B. The sleep debt affects you mentally.
 1. List of mental problems.
 - 200,000 driving accidents caused by tired drivers (News Center 4 web page).
 - Major accidents caused by tired workers (Coren).
 - C. The sleep debt affects you physically.
 1. List of physical problems.
 - French research on cyclists (Coren)
 - D. Example of Stanley Coren's experience with sleep deprivation.
- III. The amount of sleep people need varies, but there are some helpful tips to getting as much sleep as you need.
 - A. Get enough sleep to refresh you (Coren).
 - B. Set a regular bedtime (Dateline NBC).

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- C. Sleep in a dark room.
- D. Avoid certain activities.
 - 1. Do not drink alcohol or caffeine.
 - 2. Do not smoke.
 - 3. Do not exercise before sleeping.
- E. Take a nap if you are tired.

Conclusion

- I. Even though some people consider sleeping a waste of time, depriving your body of sleep can leave you irritable, depressed, and unable to perform complicated tasks.
- II. Some ways to ensure a good night's sleep are keeping a schedule, sleeping in a dark room, and not smoking or drinking.
- III. So if you find yourself hitting the snooze button on your alarm several times every morning, that might be your body's way of saying you need more sleep.

Audience Analysis:

The audience should be interested in sleep deprivation because as a college student, we're usually pretty busy. It seems like we're always sacrificing sleep to either finish homework, go to work, or spend time with loved ones. I think that the audience will naturally be interested in sleep because it directly affects their lives. A few people in the audience might know a lot about sleep deprivation, but I think most people have a basic knowledge and no more. Some of the facts I ran across were certainly new to me, so hopefully they are new to everyone else as well. This audience should listen to me because I had some knowledge about this topic before I started researching it, and now I have several books to back up what I say. The strange thing about this topic is really how much the experts disagreed. It seems that sleep is really one aspect of the human life that scientists don't understand at all. I'll point that out in my speech, because I'm sure they have heard other opinions that will contradict what my sources say. I chose the most recent books, so my information should be up-to-date.

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ASSIGNMENT

Final Persuasive Speech

TIME:

8-10 minutes

PURPOSE:

1. 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.

REQUIREMENTS:

Only one team will be allowed per topic (one positive--one negative)

Performance day:

- a. Bring VHS tape
- b. Bring note cards
- c. Written work is due

-May use either the topical or problem-solution outline form.

-Must include a minimum of four outside sources correctly cited in bibliography form (MLA style)

-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?

SPEECH EVALUATION CRITERIA

Introduction: 30 points

Gains audience attention; States specific purpose; Establishes credibility; Motivates audience to listen

Body: 30 points

2 to 3 main points in sentence form (10 points); Provides examples for clarity (10 points)

Conclusion: 30 points

Summarizes main point; Provides closure

Persuasive Elements: 30 points

Effectively addresses a topic of concern; presents solutions to the problem; asks audience to take action

DELIVERY: 80 points

Rate; Volume; Posture; Eye Contact; Vocal Pauses; Gestures

- 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.

Example:

Active Euthanasia

Tracy Kuklinski

Specific Purpose: To persuade my audience that physician-assisted suicide should be legalized in the United States.

Central Idea: If a person is terminally ill and suffering physically or psychologically, a person should have the right to choose a gentle, dignified death with the aid of a physician.

Method of Organization: Problem-solution

Introduction:

- I. A few months ago I listened to a friend tell me about her grandmother's death.
- II. In the United States literally thousands of Americans die painfully prolonged deaths from diseases such as cancer, AIDS, Alzheimer's, and other neurological diseases.
- III. Therefore, I feel it is important to address the issue of the right to die or better known as Euthanasia.

Body:

- I. There is a problem that many Americans face every day and that is dying a long, painful, and prolonged death.
 - A. Unfortunately, not all people die peacefully in their sleep, many people die long painful deaths from diseases that may kill the body, but leave the mind alive.
 1. Over 2 million people die each year, 85% of them die in institutions, and over 85% have someone either doctor or relative that is involved in the decision to prolong life. (Ergo)
 2. 4 out of 5 Americans will die from a lingering, chronic illness, which cannot be cured.
 3. Odds are not in favor of a person dying a peaceful, natural death.
 - B. Because many people do die painful, miserable deaths, I feel it is important to watch a clip of this video.
 1. There is no reason for a family or a mother to have to help her child die or for a person to have to take their own life without the aid of a physician.
 - a. As many as 19,000 terminally ill people each year attempt suicide, and many of them are botched attempts. (Compassion in Dying)
- II. There is a solution to end the needless suffering of those dying prolonged death and that is to make provisions that allow for Euthanasia if the following criteria are met
 - A. The word Euthanasia is derived from the Greek language, and means "good death".
 - B. According to the Hemlock society, which was established in 1980, 60% of doctors support physician assisted suicide.
 1. 53% of doctors in San Francisco, who treat AIDS patients, have at least once helped their patient's die and some many more than once. (Hemlock Society)
 - C. Also, many may worry about the sanctity-of-life, and one should not be able to choose one's death.
 1. This is a legitimate concern, but physician assisted suicide will never be imposed on anyone; it is simply an option for those who choose to end their life and die with dignity.
 2. We live in a highly individual society, the constitution of the U.S. states clearly in the 14th amendment; rights to life, liberty, or property, without due process of the law; or deny to any person within its jurisdiction the equal protection of the law.

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- D. I think what most people fear the most is that once the practice of physician-assisted suicide is accepted it will lead down a “slippery slope”.
 - 1. There certainly are risks when considering such a proposal that is why laws are needed to govern such an issue.
 - 2. Guidelines are necessary in order to prevent abuse and safeguard the wishes of the dying.
- E. There are steps we can take to make sure those who choose Euthanasia are making the right decision.
 - 1. The patient must be terminally ill, with no possibility of recovery.
 - 2. Two independent physicians must examine the patient and verify the prognoses.
 - 3. If patient is terminal, he/she must not have more than six months to live.
 - 4. At least one request should be videotaped.
 - 5. Criminal sanctions would apply if coercion were proved. (Hoefler)

Conclusion:

- I. I therefore suggest that you all be open and receptive to the issue of Euthanasia.
 - A. What is important to remember is that one-day you might have to make a decision on this issue and it is important to fully understand a dying persons side of this issue.
 - B. For many this is their last option and we must understand that it is their wish to die a gentle, dignified death, surrounded by their loved ones, and a death that is quick and certain – if that is a person’s choice.
 - C. I would like to leave you with some words from Frances Graves a 76-year-old Death with Dignity pioneer: There is concern throughout the world over denial of human rights. The violations include imprisonment without trial, torture, killings, and discrimination against women, racial, religious and political groups. A less recognized but also important violation is increasingly occurring in our freedom-loving country. We deny incurable patients the right to die with dignity and to hasten a lingering, painful dying. Individuals, who have lived free lives, making their own personal decisions since childhood, are being denied this last choice.

Bibliography:

Compassion in Dying, Date of publication NA, April 21, 2000.
ERGO, Euthanasia Resource and Guidance Organization, www.rights.org, Date of publication NA, April 21, 2000.
The Hemlock Society, www.hemlock.org, Date of publication NA, April 21, 2000.
James M. Hoefler, Deathright, Boulder and San Francisco, Westview Press, 1994.

Audience Analysis:

- 1. My target audience is those who are willing to accept the idea of physician-assisted outside of the context of religious and moral views.
- 2. Because I am speaking to a fairly young college audience, they will be more open to this idea than a group of 60-year-old women or men. I believe the majority of students will support my opinion.
- 3. My speech addresses the needs of all people in the audience. All of the audience will probably more than once face the issue of death and possibly this issue in particular.
- 4. The audience should pay close attention to my speech because this is an issue that might come before them. In Oregon, voters have already decided to support physician-assisted suicide. It is a matter of time before the whole populous of the U.S. is faced with this issue. Therefore, all people should learn as much as they can about this issue in order to become more informed.

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5. I must keep my audience with me because this is a highly controversial view of death. It would be easy for people to turn themselves off from listening because their ideology does not coincide with mine. Also, I feel death is a very sensitive issue for most Americans and they may not want to listen to another person rattle on about it.

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SAMPLE PERSUASIVE TOPICS

Sex Education in high schools
Capitol Punishment
Abortion
Paying college athletes
Animal experimentation
Deer hunting
The Electoral College
Political commercials
Gun control
Funding more day care
Manned Space
Drug testing
Animal Rights
Year round schooling
Legalizing drugs
Flag burning
Pit Bulls
Censorship
Genetic Engineering
Home School
The Legal Drinking Age
Active Euthanasia
Surrogate mothers
Ethnic adoption
Motorcycle helmets
National Health Insurance
Two terms for congressmen

Adolescents in adult court
Indian Treaty Rights
AIDS Disclosure
Hiring quotas
Two parents in combat zones
Bilingual education
Stiffer driver's license requirements
Federal support for the arts
Prayer in school
Combining the branches of the service
Limit immigration
Limiting protesting at abortion clinics
Gays in military
Women in combat
English as a national language
No fault divorce
Flat tax
21-year-old age limit to gamble
Gay marriage
Get rid of the jury system
Privacy in the Internet
Invading Iraq Drug tests for high school students
Government involvement in limiting obesity
Play-offs for College Football
Reforming Baseball Homosexual Adoption
Mandatory Sentencing

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Self-Evaluation Form

Speaker _____

Speech Topic _____

The most effective aspects about my speech included:

The areas which could be improved and I need to focus more attention on before my next speech include:

Changes I plan to make in my methods of preparation include:

Name_____

Peer Speech Critique

Date:

Name of Speaker:

Occasion: Final Persuasive Speech

Purpose/reason for the speech:

What did the Speaker do most effectively?

Content

Physical presentation

Vocal presentation

In what areas could the speaker improve?

Content

Physical presentation

Vocal presentation

How did the audience seem to respond to the speaker?

Overall, how well did the speaker fulfill her/his purpose?

What was your overall impression of the speaker?

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Radio Speaking Rubric

A. The student provided clear and logical organization of the news script, balancing the levels and types of news including international, national, and state news, weather and sports.

5 4 3 2 1

B. The presentation reflected effective language skills, including use of smooth transitions with clear, vivid, and appropriate word choices.

5 4 3 2 1

C. The delivery was in a clear, pleasant, and confident voice, reflecting good articulation, pronunciation, volume, pitch, and voice quality.

5 4 3 2 1

D. The commercial was incorporated as an important item in the newscast without dominating the news.

5 4 3 2 1

E. The student delivered the newscast within the time limits without unnatural speeding up or slowing down.

5 4 3 2 1

Comments:

Score: _____

Grade: _____

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Persuasive Speech for Immediate Action – Topics

Giving of Your Time

Nursing homes
Volunteer activities
Holiday-related charities

Giving of Yourself

Blood
Bone Marrow
Organs

Giving Money

Specific charities
Political candidates

Joining

Athletics
Student activities
Student government
Community organizations
Religious organizations

Taking Courses

CPR/First Aid
Yoga
Dance
Computer
Foreign Language

Stop/Reduce Doing Something

Procrastination
Smoking
Drinking
Drinking and Driving
Drugs
Spending

Start/Continue Doing Something

Eating Better/Nutrition
Exercise
Jogging
Walking
Time Management
Traveling
Wearing Seatbelts
Sing or Play an instrument
Attend Cultural Events
“Going Green”

Persuasive Action Speech Planner

Topic:

Sources of Information on Topic: (URL's, Badgerlink articles, books, etc.)

Attention-getter/introduction:

Outline of body:

Conclusion:

Notes to myself: (what do I still need to find?)

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ASSIGNMENT

Special Occasion Speaking

TIME:

8 minutes

PURPOSE:

To develop skills related to adapting oral presentations to specific situational demands.

REQUIREMENTS:

The speaker must choose one of the following topics on which to develop and present an appropriate original speech:

- A. A Speech to Gain Good Will
- B. A "Roast" Speech
- C. A Nomination Speech
- D. A Wedding or Anniversary Speech

The challenge to the speaker is to make an appropriate presentation that responds to the constraints of the occasion, including the probable audience. In considering the "appropriateness" of the speaker's work, attention will be paid to the purpose the speaker chooses, the position taken, the content, organization and general stylistic tone, and the manner of delivery. It is possible that a speech may pursue more than one of the standard general purposes of informing, persuading, and entertaining.

Be prepared on assigned day to hand in one page of paper containing the following:

1. A specific purpose statement. (10 pts)
(What you want the audience to learn)
2. A central idea (summarizing the body) (10 pts)
3. Two or three main points (20 pts)
4. The audience analysis (10 pts)
 - A. Of whom would the audience for this speech consist?
 - B. How much would this audience already know about this subject?
 - C. Why should this audience listen to you about this topic?
 - D. How are you going to adapt the topic specifically for this audience?

Prior to the presentation, the participant is to briefly announce which of the above situations has been chosen and who the audience for this speech would be. This announcement is not considered part of the presentation on which the student will be evaluated.

Visual supporting materials may be used, but not worn. Such materials must support, not dominate, the presentation. This category calls for a speech, not a visual media show.

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The use of notes or a manuscript is optional (although if notes are used, only an outline will be allowed, and notes will be collected at the conclusion of the speech).

Maximum time limit: 6 minutes, with an allowable 30-second grace period. There is no minimum time requirement (although at least 5 minutes is recommended).

SPEECH EVALUATION CRITERIA CONTENT:

1. The extent to which the apparent specific purpose was appropriate to the occasion.
2. The extent to which the content and organization of the speech fulfilled the speaker's purpose.
3. The extent to which the presentation reflected effective language skills, including such items as use of transitions and clear, vivid and appropriate word choices. Individual judges may lower the rank due to use of profanity or vulgarity.
4. The extent to which the vocal presentation was clear and appropriate to the chosen occasion, including such items as articulation, pronunciation, volume, rate, pitch and voice quality.
5. The extent to which the physical presence contributed to the clarity and effectiveness of the presentation, including such items as the use of notes or manuscripts, any visual materials, facial expression, eye contact, gestures and bodily movement.

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Example:

Lynn Aprill
Fundamentals of Public Address
Speech to Entertain - A Roast
11/24/2008

(1.) Specific Purpose:

To "roast" my brother "Tommy" on his 40th birthday

(2.) Central Idea:

While I love my brother dearly, on this, his 40th birthday, it seems appropriate to point out some of his flaws. Tommy has always been pretty naïve, he loves to gamble, and while he thinks he is great at fixing things, well, his wife would disagree.

(3.) Main Points:

I. "Tommy" is not the sharpest crayon in the box. When he was younger, we were able to play all sorts of practical jokes on him, and he never really caught on.

II. "Tommy" loves to gamble. Unfortunately, gambling loves Tommy, too. That's why the Oneida Casino was able to put on their last big addition.

III. "Tommy" thinks he's "Mr. Fix-It" at home, but his wife would definitely disagree. That's why, after they had to replace their stove, they also had to hire someone to fix the holes in the wall that he left when he was pulling it out.

(4.) Audience Analysis:

My audience for this speech would be family and friends of my brother. The audience would be very familiar with the subject for this speech, so any "inside jokes" which the speech might contain would be familiar to the audience as well. The audience would listen to the speech because our society finds it fun to make fun of people in an appropriate manner as they reach major milestones in their ages. I would adapt this speech to this specific audience by recalling times with my brother with which they would be familiar.