

COMM 133--FUNDAMENTALS OF PUBLIC ADDRESS

Fall 2009: September 1, 2009-January 20, 2010

Schedule: M-F; 10:40-11:27

Credits: 3 undergraduate credits

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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

TEXT: *The Art of Public Speaking* (Ninth Edition) by Stephen E. Lucas ISBN#0077217187

ASSIGNMENTS and GRADING:

Study of one of top 100

20 th century speeches	written	25 pts
Introductory speech	3 minutes	20 pts
It's great to be me	3 minutes	30 pts
Impromptu	2 minutes	20 pts
Radio news program	5 minutes	100 pts
Introduction of others	2 minutes	20 pts
Give directions	2-5 minutes	20 pts
Extemporaneous	5 minutes	50 pts
Storytelling	5-7 minutes	100 pts
Demonstration/process speech	8-10 minutes	100 pts
Informative speech (End Quarter 1)	4 minutes	100 pts
Persuasive speech 1	8 minutes	100 pts
Speech to entertain	6 minutes	100 pts
Group interpretation	15 minutes	100 pts
Oral interpretation	8 minutes	100 pts
Poetry presentation	7 minutes	50 pts
Historical Speech	6 minutes	100 pts
Final speech - Persuasive speech 2 (End Quarter 2)	8 minutes	200 pts
Chapter quizzes		320 pts
Final Exam		200 pts

**UW-Green Bay
Grading Scale**

A - 100-93%
A/B - 92.5-88%
B - 87.5-83%
B/C - 82.5-78%
C - 77.5-70%
D - 69.5-60%
F - 59.5

WBHS grading scale
also applies – see
handbook

Notes:

One speech, either informative or persuasive 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.

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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. Greet the audience and introduce yourself.
2. Tell the audience why they should know about this topic and what they will be learning about.
3. Establish some connection with your topic.
4. Teach your audience something.
5. Go over again what the audience has learned.
6. Thank the audience for listening.

On speech day:

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

SPEECH EVALUATION CRITERIA CONTENT

Introduction: 10 points

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

Body: 10 points

2 to 3 main points in sentence form (5 points); Provides examples for clarity (5 points)

Conclusion: 10 points

Summarizes main point; Provides closure

DELIVERY: 20 points

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

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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:

- o 1. A specific purpose statement. (10 pts) (What you want the audience to learn)
- o 2. A central idea (summarizing the body) (10 pts)
- o 3. Two or three main points (20 pts)
- o 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 or CD.

-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.

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- 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).
 - 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.

Performance day:

- a. Bring VHS tape or CD
 - 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 MLA format
 - 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.

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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.
- 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.

Works Cited: (MLA format required)

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.

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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.
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.

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:

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Peer Speech Critique

Name _____

Date:

Name of Speaker:

Occasion:

Purpose/reason for the speech:

What did the Speaker do most effectively?

In what areas could the speaker improve?

How did the audience seem to respond to the speaker?

If necessary, did the speaker adapt to the audience's feedback?

What interference did you notice?

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

What was your overall impression of the speaker?