# **UNIVERSITY of WISCONSIN-GREEN BAY**

# COMM 133—FUNDAMENTALS OF PUBLIC ADDRESS (3 College credits)

Spring 2020 Syllabus: Seymour High School

| INSTRUCTOR:  | Teresa Lemke             |   |  |
|--------------|--------------------------|---|--|
| PHONE:       | 920-833-230              | 6 ext. 446                                    |  |
| ROOM:        | 446                      |   |  |
| CLASS MEETS: | 1st Hour                 | Mon., Tue., Wed., Thur., Fri. (7:55 – 8:43)   |  |
| PREP HOUR:   | 5th Hour                 | Mon., Tue., Wed., Thur., Fri. (11:23 – 12:11) |  |
|              |                          | or ELT Mon., Tue., Fri. (2:33 - 3:05)         |  |
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**COURSE DESCRIPTION:** This course will provide an introduction to public speaking. You will be required to research and present several prepared, in-class speeches. At the end of this class, you should be more comfortable presenting public speeches in your personal and professional life and be able to present a well-reasoned, well-presented speech that is appropriate for the situation in which it is presented.

## **OBJECTIVES:**

- 1. Understand basic principles of public speaking
- 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

5. Class requires purchase of recording (digital) device in order to record speeches

## SPEAKING & LISTENING = COMMON CORE STATE STANDARDS (CCSS)

http://www.corestandards.org

#### Presentation of Knowledge and Ideas

(Standard 4)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

(Standard 5)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

#### **Communication Programmatic Outcomes**

- 1. Demonstrate appropriate oral communication skills.
- 2. Demonstrate appropriate visual communication skills.
- 3. Demonstrated appropriate written communication skills.
- 4. Effectively manage, evaluate, organize, and present information.
- 5. Demonstrated appropriate research skills.
- 6. Act in an ethical and legal manner.
- 7. Demonstrate an ability to develop and execute appropriate communication strategies.
- 8. Work collaboratively with others.
- 9. Demonstrate the ability to effectively synthesize different types of communications,
- e.g. images, text, etc., in order to achieve professional objectives.

TEXT: The Art of Public Speaking - Twelfth Edition by Stephen E. Lucas

**ASSIGNED READING:** Each week you will read several chapters and have quizzes on each chapter. I encourage you to take notes on the assigned readings; you will be able to use hand written notes on all quizzes. During the week there will also be assignments/activities to do along the way.

**ATTENDANCE:** Being in class is important. If you miss a quiz, take it WITH ME. NEVER take a quiz anywhere else; it will not count.

**ATTENDANCE ON SPEAKING DAYS:** Attendance is required on speaking days. If you are scheduled to speak on a particular day, you must give your speech on that day. Failure to give your speech on your assigned day will result in a grade of "0" for that assignment. Make ups for speeches do not exist.

**EXCUSED ABSENCES INCLUDE:** verifiable illness (with note from DOCTOR), death of a family member, and class field trips. *All of these have to be documented.* 

**TARDIES:** If you are tardy, you will not be able to enter the classroom without a pass. If you have a pass to enter, do not enter the room while someone is giving a speech. Enter when he/she is finished.

**RESPECT:** Doing other work, reading, talking, or listening to an MP3 player in one ear while others (including the teacher) are speaking is unacceptable behavior—it's RUDE! Take notes or feel free to ask questions. You do not have to agree with a classmate's position (*RESPECT is not agreeing with everyone. It's agreeing that it's OKAY to disagree.*) You can respect him/her and critique his/her speech on structure and delivery. Do not do homework or eat during speeches. A supportive environment is crucial to a successful public speaking course. Disruptions will directly affect your grade.

**TECHNOLOGICAL DEVICES:** All students are expected to follow the Classroom Cell Phone Policy as well as the Chromebook policy. All other technological devices (, MP3 player, iPad, iPod, kindle, etc.) are **<u>NOT allowed in class</u> UNLESS** the teacher has specifically asked you to bring them for a particular class period.

**FOOD AND DRINK:** You are Seniors; I don't mind if you have food as long as you're not by computer equipment, it's not distracting the class, and it's not during speeches. Beverages must be in a container with a cover. Clean up behind yourself, or this privilege will be taken away.

**ACADEMIC INTEGRITY:** Cheating is never tolerated. Failure to cite sources on your outline or orally during your speech are forms of plagiarism. Your speech MUST be in your own words. Since this course is through UWGB, their policy regarding cheating will be followed and enforced.

**COST:**There is a fee for UWGB credit plus a \$5.00 student ID (unless you have UWGB Chemistry). This fee goes up each year. Please see Hayley Quinn in the high school office to pay any fees for the course.

| UWGB GRADE SCALE: | А   | 100 - 93%     |
|-------------------|-----|---------------|
|                   | A/B | 92.5 - 88%    |
|                   | В   | 87.5 - 83%    |
|                   | B/C | 82.5 - 78%    |
|                   | С   | 77.5 - 70%    |
|                   | D   | 69.5 - 60%    |
|                   | F   | 59% and below |
|                   |     |               |

**COURSE SCHEDULE:**This is tentative as there are several speeches to incorporate into the course schedule. I also haven't accounted for snow days/late starts and/or school activities. The schedule is subject to change at the Instructor's discretion. All changes will be communicated in class. I will also post all assignments and updates in Google Classroom.

#### ALL STUDENTS WILL PRESENT THE FOLLOWING SPEECHES:

It's Great to Be Me (Individual) Infomercial (Groups of 3, 4, or 5) Informative Speech (Individual) Persuasive Speech (Individual or with a partner) Demonstration Speech (Individual or with a partner) Special Occasion Speech (Individual)

For Major speeches, you will be given the following:

- ► a copy of the grade rubric
- ► a student outline example
- ► the time to watch several live student example speeches

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#### HOW TO SUCCEED IN YOUR PUBLIC SPEAKING CLASS

#### Taken from: JeanellynSchwarzenback Comm 133 Fall 2010 UWGB College Syllabus

**1. Strive for Perfect Attendance.** Every session of your speech class is designed to help you learn the material and master the skills of public speaking. Some days will be devoted to lecture, others to class discussion or activities, still others to the presentation of speeches by you and your classmates. You will learn something important every day—including the days on which you are listening to your classmates' speeches. The more faithfully you attend class, the better you will do in the course.

**2. Do the Assigned Readings, and Do Them Ahead of Time.** Your textbook and other reading materials are designed to familiarize you with the principles of effective speechmaking. When you read the assigned material ahead of time, class discussion helps reinforce your understanding of what you have read in a way that doing the reading after class (or just before the exam) cannot.

**3. Learn the Language of Public Speaking.** Every area of study has its own specialized language/vocabulary. Terms such as central idea, specific purpose, extemporaneous delivery, preparation outline, and the like are part of the language of public speaking. Be sure you study ALL terms from the textbook.

**4. Participate in Class.** In addition to helping you learn the material better, class participation gives you additional experience expressing your ideas in front of others. Take advantage of this opportunity.

**5. Ask Questions.** Asking questions is a good way to increase your understanding of the book, to help get ready for speeches, and to feel comfortable with your instructor and classmates.

**6. Spend Lots of Time Working on Your Speeches.** To get a sense of the time commitment required for this class, think of each major assignment as the equivalent of writing a research paper. The process of preparing a speech includes choosing a topic, narrowing the topic and setting on a specific purpose, researching the topic, determining the main points you will develop in the speech, writing an outline of the speech, organizing your ideas so they will come across clearly and convincingly, preparing visual aids to accompany the speech, and rehearsing the speech so you can deliver it fluently and confidently. Doing this well requires a great deal of time and effort. The more time you spend working on your speeches, the better they will be.

**7. Begin Working on Your Speeches Well in Advance.** Because it takes a lot of time to prepare an effective speech, it is vital that you begin working on each speech as soon as it is assigned. This way you will be able to spend the night before your presentation fine-tuning your delivery rather than racing feverishly to prepare the content of your remarks. In addition to giving you plenty of time to work through all the stages of speech preparation, getting an early start will help you avoid the dangers of plagiarism that arise when students leave all of their speech preparation to the last minute.

**8. Get Feedback on Your Speeches.** Get feedback from your teacher. Most instructors are willing to look at several drafts of a speech and make suggestions for improvement. You can also get feedback from family, friends, roommates, and classmates. They may not be able to give as much advice as your instructor, but they can tell you if you are saying "um," or looking down at your notes too often. Whatever you do, take advantage of feedback that can help you become a better, more confident speaker.

# Assignment—Getting Acquainted

# Objective: To promote pride, self-concept and self-acceptance

Interpersonal growth is vital to success. All of us have dreams and aspirations as to who we would like to be someday. As a young adult, one would not say, "I hope to grow up and become a drug addict or an alcoholic." The question is. . . .how do we achieve these dreams? How do we move closer to becoming that person we dream of being? The answer is. . .one step at a time. One important step is learning who we are as individuals. What are our strengths and weaknesses. What do we want to improve or change as individuals?

You are expected to put some serious thought into the following paragraphs. Really take an honest look at yourself. This assignment will be a completion grade for 20 points. You need to finish the assignment by the due date to acquire the full 20 points. Late completion will be ½ points. There will be no exceptions.

#### **INSTRUCTIONS:** Paragraph #1

- 1. Write a paragraph describing yourself.
- 2. Describe what you look like and how you dress.
- 3. Write things you like to do, things you dislike.
- 4. Write about your special talents, your shortcomings.
- 5. Does your description sound like someone you would like to know or someone you would rather avoid?

#### Paragraph #2

- 1. Write a second paragraph describing what you wish you could be.
- 2. How would you change yourself?
- 3. What abilities would you develop?
- 4. Compare what you are and what you would like to be.
- 5. What things can you do to bring the "wish" description closer to the "now" version?
- 6. This can be a private assignment or one that is shared with the class.

Taken from: <u>The Complete Book of SPEECH COMMUNICATION</u> by Carol Marrs

# ASSIGNMENT: IT'S GREAT To Be Me Speech!

This assignment will be a completion grade of **20 points**. Because this is the first official time you will speak in front of the class, it should be a positive experience with little to no pressure.

#### 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 have to expand on each reason a little bit.
- 3. Be sure you're polished. You MAY use a 3x5 note card. You should NOT be rolling your eyes and saying, "Yeah, um...about me...like, I enjoy helping my Grandma and...yeah..."

Bragging about one's self is a difficult thing to do. This will really help you break down a speaking barrier. It should be an easy 20 points.

#### You speech should have:

- ► Brief Opening/Introduction
- ► List the 3 solid reasons why your are a great person.
  - (Talk about each reason in the same order.)
- ➤Conclusion

After each speech, the instructor will give immediate feedback.

# **Infomercial Group Project/Presentation**

"There's a sucker born every minute." P.T. Barnum



**Directions:** In a group of 3, 4, or 5 students, create a 4-5 minute infomercial. You <u>must</u> rehearse and make sure you are within the time limit. Your group needs to pre record the infomercial. **EVERYONE MUST have a EQUAL role in the infomercial**.

- 1. First, create your product. (Make sure it is appropriate.)
- 2. Second, write a script. The <u>script must be typed and handed in BEFORE</u> you play your infomercial for the class.
- 3. You <u>must include at least 3 of the following uses of language in your script:</u> For help, open your text to chapter 12 (pgs.221 – 237) and find examples for the following terms.
- ► Imagery = the use of vivid language to create mental images of objects, actions, or ideas.
- Simile = an explicit comparison, introduced with the word "like" or "as," between things that are essentially different yet have something in common
- ► Cliché = a trite or overused expression
- Metaphor = an implicit comparison, not introduced with the word "like" or "as," between two things that are essentially different yet have something in common
- **Rhythm** = the pattern of sound in a speech created by the choice and arrangement of words
- ► Parallelism = the similar arrangement of a pair or series of related words, phrases, or sentences
- Repetition = reiteration of the same word or set of words at the beginning or end of successive clauses or sentences
- ► Alliteration = repetition of the initial consonant sound of close or adjoining words
- ► Antithesis = the juxtaposition of contrasting ideas, usually in parallel structure
  - 4. Make sure you mark and label the figurative language in the script.
  - 5. Record the infomercial.
  - 4. The group may also show bloopers at the end of the infomercial.

**IMPORTANT NOTE:** The bloopers DO NOT count as part of the 4-5 minutes.

# GOAL: SELL YOUR PRODUCT TO THE CLASS!!!!!



## An <u>A</u> presentation will demonstrate the following:

Good use of class/preparation time Appropriate drama and enthusiasm in the infomercial Meet time requirement (4-5 min.) Props and costuming Present a polished infomercial for the class Script is typed with no errors Script contains 3 types of language from the list (Mark and label them in the script.)

# **Characteristics of Infomercials:**

- ► Phone number (usually 1-800 . . . . . . .)
- ➤ Show sample product(s)
- ➤Product name
- ➤ Show/demonstrate how the product works
- ➤ Money back guarantee
- ➤Free trial period
- ➤Cost of product w/S & H
- ➤Pushy/vibrant/upbeat speaker person w/cheesy smile to sell the product

# Have fun and be creative with this project!

The following are **Requirements ON SPEECH DAY** For The Following MAJOR Speeches: Informative, Demonstration, Special Occasion, and Passive Agreement Speech.

ATTENDANCE ON SPEAKING DAYS: Attendance is required on speaking days. If you are scheduled to speak on a particular day, you must give your speech on that day. Failure to give your speech on your assigned day will result in a grade of "0" for that assignment. Make ups for MAJOR speeches DO NOT exist. Excused absences include: verifiable illness (with a note from a DOCTOR), serious illness, death of a family member, and class field trips. All of these have to be documented.

**PROPER DRESS ETIQUETTE ON SPEECH DAYS:** Proper dress clothes are required when you deliver your speech. Jeans, shorts, tank tops, low cut shirts, sweatshirts, hooded sweatshirts, and t-shirts are NOT proper dress etiquette. If you have to ask the teacher if what you are going to wear is appropriate, it's probably safe to assume you should wear something else.

**PROPER LISTENING ETIQUETTE:** Be respectful. Working on other work, listening to music on a device in one ear, reading, or talking while others are presenting/speaking is rude and unacceptable behavior. Disruptions will not be tolerated.

**RESPECT:** You do not have to agree with a classmate's position, but you can respect him/her, and critique his/her speech on structure and delivery. (*RESPECT is not agreeing with everyone. It's agreeing that it's OKAY to disagree.*) A supportive environment is crucial to a successful public speaking course.

**ACADEMIC INTEGRITY:** Cheating will not be tolerated. Failure to cite sources on your outline or orally during your speech are forms of plagiarism. Since this course is through UWGB, their policy regarding cheating will be followed and enforced.

**MULTIMEDIA:** All assignments must be turned in through Google Classroom unless the instructor gives you different directions. <u>The instructor will not plug ANYONE'S flash drive into her school</u> <u>computer</u>. Please be sure your visual aid does not dominate your speech!

**FINAL EXAM:** Your final exam is two parts. One part is the timed persuasive speech that you will present to the class at the end of the semester. The second part is a take home exam on the textbook. I will pass out the take home final early, allowing you the last two weeks of the course to complete the take home final on the textbook. Using your textbook is encouraged for the take home written final exam.

**HANDOUTS FOR MAJOR SPEECHES INCLUDE:** Speech Assignment Requirements, Example Speech outline, Speech Rubric, Speech Peer Evaluation Form, and a Speech Self-Assessment Form. You will also see several excellent live example recordings of past students who have given permission to use his/her speech as an example.

# INFORMATIVE SPEECH Assignment/Requirements: First Major Assignment

Time Limit: 4:30 – 6:00 Minutes

## Purpose:

- ➤ To define, inform, or teach something of interest = Select a topic you find interesting.
- To give you an opportunity to outline and organize information as a presentation in a public communication setting
- ➤ To gain experience in standing before others and delivering data of an informative nature

## REQUIREMENT CHECKLIST

#### You MUST hand in all of the following requirements **BEFORE** you present your speech:

\_\_\_\_\_A typed **Formal Preparation Outline** = For help, refer to pgs. 206 – 213 in the text and refer to the example that was passed out in class. It is vital that you follow the format of the example that was passed out in class.

- \_\_\_\_\_Three answered audience analysis questions
- \_\_\_\_One copy of your survey questions

\_\_\_\_\_Works Cited (MLA Format)

\_\_\_\_\_References (APA Format)

\_\_\_\_\_PowerPoint with a minimum of 5 slides, more is fine. Print a copy for the teacher.

\_\_\_\_\_Minimum of 4 scholarly/credible sources = Two sources must be journal articles. Make sure they are cited correctly in your outline AND don't forget to verbally cite them in your speech.

\_\_\_\_\_Your speech must have 6 examples of figurative language from Chapter 12. Bold/highlight and label each example in the outline.

#### Reminders:

- Wear Proper Dress Etiquette: Jeans, shorts, tank tops, low cut shirts, sweatshirts, hooded sweatshirts, and t-shirts are <u>NOT</u> proper dress etiquette. You are addressing your audience as a knowledgeable Speaker. What you are wearing matters in the professional world!
- 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 with supporting material. The speech should have one overall thesis with 2 or 3 main points.
- Any audio/video bits used must be 30 seconds or less
- ► When you present you should do the following:
- 1. Read your entire <u>introduction</u> word for word from your preparation outline to ensure you have all of the specific parts.
- Once you start the <u>body</u> of your speech, you should be presenting from a speaking outline. (See pgs. 213 – 217 in the textbook.) You should **NOT** be reading the body of your speech word for word to the class!
- 3. When you start your <u>conclusion</u>, you may go back to reading word for word from your preparation outline to make sure you include all of your closing comments.

4. **IMPORTANT NOTE:** Please understand that if you were presenting to a "real" audience, you would

NOT be reading any of your speech word for word. Because of the time restraints on this class,You are not expected to present from a speaking outline for the entire speech.11

## **ASSIGNMENT:** Informative Speech Checklist (30 pts.)

**Directions:** Each of the following sections MUST be checked off by Mrs. Lemke. They can be done in any order. I suggest you research first, to see what information you can find.

1. **Start your research.** You need a <u>minimum of four</u> scholarly sources. **Two of your sources MUST be journal articles.** Your four scholarly sources must be okayed by Mrs. Lemke. If you cannot find four scholarly sources on your topic, you may need to switch your speech topic.

8 points =\_\_\_\_ Date Completed\_\_\_\_\_

2. Before preparing your informative speech, you need to analyze your audience. In order to give a successful informative speech, you need to understand where your audience is coming from. You need some understanding of how much information and/or details you need to provide. This information will steer you in the direction you need to go in regards to information for your speech.

Create a six question questionnaire about your topic. Have Mrs. Lemke check off your questions **BEFORE** you distribute them to the class. Second, make copies and distribute them to the class. Third, collect your questionnaires and analyze them. Refer to **Chapter 6:** *Analyzing the Audience*, if you need to refresh your memory. **You must create the following:** 

- ➤Two Fixed-alternative Questions
- ► Two Scale Questions
- ► Two Open-ended Questions

► If you feel you need more questions in your questionnaire, please feel free to do so.

12 points =\_\_\_\_

Date Completed\_\_\_\_\_

3. Based on your research and your questionnaire, make sure your topic is specific enough by completing the following:

Topic:

General Purpose:

Specific Purpose:

Central Idea (Thesis Statement):

Speech Organization:

10 points =\_\_\_\_

Date Completed\_\_\_\_\_

# Informative Speech Preparation Outline Template

**Directions:** The following is a guide to use as you develop your preparation outline. For purposes of illustration, this guide has three main points in the body of the speech. In your speech, the number and organization of main points, subpoints and sub-subpoints will vary depending on the topic and purpose of your speech. However, the elements needed in the outline—title, specific purpose statement, central idea, introduction, body, conclusion, connectives, bibliography, etc.—will remain the same. For more information, ask Mrs. Lemke or check the guidelines for preparation outlines and the sample preparation outline with the commentary on pages 206 – 213 of your textbook.

**To set the numbering/lettering in your outline:** Click on the following = Tab, Format, Bullets & Numbering, List Options, Pick the option you want

Name: Topic: General Purpose: To Inform Specific Purpose (Infinitive Phrase): Central Idea (Thesis Statement): Speech Organization:(Chronological p. 169, Spatial p.170, Causal p.170, Problem-Solution p.172, Topical p.172)

# **INTRODUCTION:**

I. Attention Getter: (Look at the chapter 10 handout on speech introductions)

II. Credibility Statement: (Here I explain why I know what I'm talking about.)

III. Relevancy Statement: (Here I explain why the audience needs to listen.)

**IV. Preview Statement:** (Here I explain my main points in a clear and concise way.)

[Transition:] (Make sure the audience knows you are moving from the introduction into the first main point of the body.)

# **BODY:**

I. A single complete sentence expressing the **main point** of this section of the speech.

- A. Subpoint (Subpoints are also written in full sentences.)
  - 1. Sub-subpoint (Sub-subpoints are written in full sentences.)
  - 2. Sub-subpoint
    - a. Sub-sub-subpoint
- **B. Subpoint**

[Transition or other Connective]: (Use a transition or other connective to help the audience move with you from one main 13

#### point to the next.)

**II.** A single complete sentence expressing the **next main point** of this section of the speech.

- A. Subpoint
- **B.** Subpoint
  - 1. Sub-point
    - a. Sub-sub-subpoint
    - b. Sub-sub-subpoint
    - c. Sub-sub-subpoint

[Transition or other Connective]: (Use a transition or other connective to help the audience move with you from one main point to the next.)

**III.** A single complete sentence expressing the **next main point** of this section of the speech.

A. Subpoint

- 1. Sub-subpoint
- 2. Sub-subpoint
- **B.** Subpoint
  - 1. Sub-subpoint
  - 2. Sub-subpoint
  - 3. Sub-subpoint
    - a. Sub-sub-subpoint
- C. Subpoint

[Transition or other Connective]: (Use a transition or other connective to help the audience move with you from the body

of your speech to the conclusion.)

# **CONCLUSION:**

I. Summary Statement(s) II. Memorable Closing (Make sure your last sentence Packs-A-Punch!)

# **AUDIENCE ANALYSIS:**

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

## **SOURCES:** (List your sources in both formats—MLA & APA)

Make sure you have correct spacing and indenting format. See Mrs. Lemke with guestions.

## Works Cited

References

## SURVEY QUESTIONS:

- 2 Fixed-alternative Questions
- 2 Scale Questions
- 2 Open-ended Questions

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# Example Informative Preparation Outline: Chapter 11 p.210

Taken from: Jessica Brogley= Changes & additions were made to the following outline by Mrs. Lemke (English Teacher at Seymour High School, WI)

Name: Jessica Brogley
Topic: College Students and Credit Card Debt
General Purpose: To inform
Specific Purpose(Infinitive Phrase): To inform my audience about the dangers of credit card debt
Central Idea(Thesis Statement): Credit Cards are dangerous, because they give you a false sense of security, have traps, and can ruin your future financial goals.
Speech Organization: Topical

(Your choices are Chronological pg.169, Spatial pg.170, Causal pg.170, Problem-Solution pg.172, Topical pg.172.) <u>The Art of Public Speaking</u> by Stephen E. Lucas 12<sup>th</sup> Ed

#### **INTRODUCTION:**

- I. Attention Getter: (Look at the chapter 10 handout on speech introductions) Money. . .should I spend it or save it? (Antitheses) Should I write out a check or use a charge card and charge it? 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 debt. Credit card usage among college students has grown immensely according to a study done at Louisiana State University by Asle Fagerstrom. Fagerstrom wrote, "Compulsive buying, defined as the inability to control choice, is higher among college students than the general public."
- II. Credibility Statement: (Here I explain why I know what I'm talking about.) When I was 19, I signed up for my first credit card in college thinking that I had everything under control.
- III. Relevancy Statement: (Here I explain why you need to listen.) You will soon be flooded with offers for credit cards. It's essential that you understand what can quickly happen to you at the drop of a hat.(Cliché).
- IV. Preview Statement: (Here I explain what my main points are.) Today I'll be explaining why credit cards are dangerous. First, they give you a false sense of security. Second, they have traps. Third, they can ruin your future financial goals.

[Transition: First, let me explain why credit cards give you a false sense of security.]

#### BODY:

- I. Credit Card companies give college students a false sense of security.
  - A. It is easy to get a credit card.
  - B. If you live on a college campus you will be flooded with offers.
  - C. The following story is my first experience with a credit card company.
    - 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. So, I signed up while I was standing in line.
- d. A few weeks later, I had a credit card in my hand.
- e. Jumpstart, a non-profit organization on Finance, reports that 60% of college students see on-campus credit card marketers within the first few days of school.

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- D. Even if you don't go to college, you will still be swamped with "deals."
  - a. Your name and address is sold, given, and found 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.
  - e. Credit card companies approach college students like a cougar stalks its prey. (Simile)
- E. When I first decided to sign up for a credit card, it was around Christmas. I had little money for gifts.
  - 1. I felt like I was robbing Peter to pay Paul. (Cliché)
  - 2. I decided to pay off the balance of the credit card each month, which I did for a few months.
  - 3. It felt good to be able to buy friends and family nice gifts for the holidays.
- F. I used the card to buy what I thought were big and important items.
  - 1. **I bought** my computer, which is now broken.
  - 2. I bought (Repetition) parts for my truck which should now be in the junkyard.
  - 3. Sad to say, I'm still paying for both of these expenses on my credit card.
- G. I also used it to buy gas, books, and other important items.
  - 1. I justified each transaction, because it was a small amount of money each time.
  - 2. Eventually, I lost 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.
  - 4. Also, according to *CollegeParents of America*, the nation's membership organization founded in 1997 and comprised of current and future college parents, states that 60% of all college students experienced surprise at how high their credit card balances had reached.

[Transition: After feeling like you have a false sense of security, credit card companies will then hook you 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% which is very, very low.
  - b. However, that rate only lasts 6 months.
  - c. After that, the rate jumps 260%.

- 2. The high interest rate keeps you from ever paying your balance down.
  - a. I paid \$100.00 in August.
  - b. \$86 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.
  - 1. With my one credit card, I've lost my bill, been short of money, or just forgetful.
  - 2. Each time I've done that, I've paid a minimum 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 ruin your future financial goals.]

- III. Having a credit card after school can actually ruin your future financial goals after college graduation.
  - A. Having a large balance or not making payments on time will prevent you from borrowing when you really need it. My advice, **don't rob Peter to pay Paul. (Cliché)** 
    - When I tried to get a loan for my first home; I had to show all credit card debt, which was so embarrassing! I wanted to slide under a rock like a snake and hide. (Simile)
    - 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 my debt.
    - 3. I was denied many loans for automobiles and even homes because of spending when I was nineteen.
  - B. Now that I have a solid job, a fair amount of money is going towards debt that I gathered five 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.
    - According to Family Education's On-Line Credit Card Debt Calculator, if I want to pay off my debt in three years, I need to pay \$260 dollars a month and NEVER use my credit cards again!
    - 3. By then, my credit card company will have obtained over \$3,000 dollars in interest from me!
  - C. To help, I've consolidated my credit card debt with my credit union.
    - 1. My credit union 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,]

#### CONCLUSION:

- I. Summary Statement(s): I have informed you about why credit cards are dangerous.
  - A. First, they give you a false sense of security.
  - B. Second, they have traps.
  - C. Third, they can ruin your future financial goals.
- II. **Memorable Closing:** Please understand, that while you are only one year away from obtaining credit cards, they are lethal.

- A. Jumpstart tested a large class of high school seniors on personal finance skills.
- B. 60% of them flunked.
- C. Learn how to be smart now, so you don't end up in a situation like mine.
- D. Don't let credit card companies destroy your credit and put you in debt with high interest rates attached.

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- E. Don't let credit card companies back you into a corner like a cat. Simile)
- F. Take it from me—credit cards are junk!

#### AUDIENCE ANALYSIS QUESTIONS:

(**Note:** When you answer these questions, you should refer to the results of your survey questions. Make sure your answers are in complete sentences.)

#### 1 Why should this audience be interested in this topic?

I think the audience would be interested in this topic. Because the audience is high school college bound seniors, they will be faced with these temptations soon. It's so easy to make these same mistakes. I want them to understand how costly a credit card can be.

#### 2. How much does the audience already know about this subject?

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. Also, some of them might have older siblings that may have done this too.

#### 3. Why should this audience listen to you about this topic?

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 ten 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!

#### **<u>SOURCES</u>**: (List your sources in both formats—MLA & APA)

(Make sure you have correct spacing and indenting format. See Mrs. Lemke with questions.)

#### **Works Cited**

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# **SURVEY QUESTIONS:** (Attach one copy of your survey questions.)

- 2 Fixed-alternative Questions
- 2 Scale Questions
- 2 Open-ended Questions

**POWERPOINT:** (Attach one copy of your PPT slides.)

(Minimum of 5 slides, more is awesome)

# **INFORMATIVE SPEECH RUBRIC**

Name\_\_\_\_\_

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**INTRODUCTION** -- 25 Points Possible (NOTE: You may read your entire introduction word-for-word from your preparation outline to ensure you have all of the specific parts.) ➤ Speaker has a good Attention Getter Yes=5 Somewhat=3 No=0➤Speaker established good credibility Yes=5 Somewhat=3 No=0Speaker clearly related the topic to the audience Yes=5 Somewhat=3 No=0Yes=5 Somewhat=3 Speaker had a clear and concise overall thesis No=0➤ Speaker previewed the main points Yes=5 Somewhat=3 No=0BODY -- 20 Points Possible (NOTE: Once you start the body of your speech, you should be presenting from a speaking outline. See pgs. 213 - 217 in the textbook. You should NOT be reading the body of your speech word-for-word to the class!) Speaker/speech was organized and easy to follow Yes=5 Somewhat=3 No=0Did the speaker walk us point-to-point in a smooth manner by using transitions? Yes=5 Somewhat=3 No=0 ➤ If the speaker got lost/confused he/she got back on track Yes=5 Somewhat=3 and pushed through to the end calmly No=0Yes=5 Somewhat=2 ➤ Speaker talked from a speaking outline for the body No=0CONCLUSION -- 15 Points Possible (NOTE: When you start your conclusion, you may go back to reading word-for-word from your preparation outline to make sure you include all of your closing comments.) Somewhat=3 Speaker let the audience know that he/she was Yes=5 No=0starting the conclusion Yes=5 Somewhat=3 No=0 Speaker reviewed the main points Speaker provided memorable conclusion (Packed-A-Punch!) Yes=5 Somewhat=3  $N_0=0$ **DELIVERY** -- 53 Points Possible ➤Eye Contact Yes=3 Somewhat=2 No=1 3=You eye contact was excellent. You looked up often, for extended periods of time, and included all areas of the room. 2=You need to rely less on your speech and/or make better use of eye contact to enhance your message and stay connected with your audience. 1=You seldom looked up and/or when you looked up it was so quick that little connection was made with the audience. Yes=3 No=1Nonverbal/Gestures/Movements Somewhat=2 3=You looked comfortable and there were no distracting gestures/movements. 2=You seemed nervous and/or there were some distracting gestures/movements. 1=Nervous gestures/movements are affecting the message of your speech. Yes=3 Vocal Pitch/Quality/Expression/Tone Somewhat=2 No=1 3=Your voice was pleasant, full of energy, and powerful which helped engage the audience in your message articulation and pronunciation were clear. 2=You need to put more life/energy in your voice and/or use a more conversational tone; continue to work on articulation and pronunciation. 1= You need to put a great deal more life/energy in your voice in order to maintain the audience's attention. ➤Vocal Rate Yes=3 Somewhat=2 No=1 3=Your rate was excellent and enhanced the power of your message. 2=Your rate was a bit fast and/or choppy. Work on slowing down and/or giving a smoother delivery. 1=You went into read mode. It felt like you were in a racing to the end. Work on relaxing, slowing down, and adding some pauses when appropriate. ➤Vocal Volume Yes=3 Somewhat=2 No=1

3=Your voice was loud enough to hear easily.

2=You were difficult to hear at times. Work on projecting more.

1=Most of the time it was difficult to hear you which greatly affected your message to the audience.

| 1=Most of the time it was difficult to hear you which greatly affected your message to the | audience.       |            |             |           |
|--|-----------------|------------|-------------|-----------|
| ➤Additional Comments   |                 |            |             |           |
| Did the speaker use distracting terms/noises between                                       | No=3            | Some       | what=2      | Yes=1     |
| sentences such as: Ahh, Ummm, Like, and, Oh, yah, etc.                                     |                 |            |             |           |
| <ul> <li>Handled note cards/visual aids appropriately</li> </ul>                           | Yes=2           | Some       | what=1      | No=0      |
| ➤Proper Dress Etiquette was worn   | Yes=10          | Some       | what=5      | No=0      |
| ➤If audio/video was used, clips were 30 sec. or less                                       | Yes=10          |            |             | No=0      |
| ➤PPT was clear and easy to read  | Yes=3           | Some       | what=2      | No=0      |
| ➤PPT had a minimum of 5 slides, more is fine   | Yes=5           |            |             | No=0      |
| ➤A copy of the PPT was given to the teacher before presenting.                             | Yes=5           |            |             | No=0      |
| CREDIBLE SOURCES 16 Points Possible  |                 |            |             |           |
| ➤ Minimum of 4 credible sources were verbally cited during the speech                      | n (Chapter 8 p. | 161)       | 4 3         | 3 2 1 0   |
| ➤ Minimum of 4 credible sources were listed in both: (Chapter 7 p. 135                     | 5)              |            |             |           |
| Works Cited (MLA Format)   |                 |            | 4 3         | 3 2 1 0   |
| References (APA Format)  |                 |            | 4 3         | 3 2 1 0   |
| ➤Correct format spacing & indenting was used   | Yes=4           |            |             | No=0      |
| REPARATION OUTLINE 20 Deinte Descible  |                 |            |             |           |
| PREPARATION OUTLINE 39 Points Possible   |                 | _          |             |           |
| Preparation Outline is in correct format   | Yes=4           |            | what=2      | No=0      |
| Hard copy is typed, neat, and appropriate  | Yes=3           | Some       | what=2      | No=0      |
| The following were included in the preparation outline (Chapter 5):                        |                 |            |             |           |
| ►1. Topic  |                 |            | Yes=2       | No=0      |
| ≻2. General Purpose: To Inform   |                 |            | Yes         | =3        |
| No=0   |                 |            |             |           |
| ►3. Specific Purpose Statement is an infinitive phrase (To inform my a                     | audience about  | )          | Yes=3       | No=0      |
| ➤4. Central Idea is a complete sentence (Thesis Statement)                                 |                 |            | Yes=3       | No=0      |
| ➤5. Speech Organization (Chapter 9)  |                 |            | Yes=3       | No=0      |
| (Chronological p.169, Spatial p.170, Causal p.170, Problem-Soluti                          | on p.172, Topi  | cal p.172) |             |           |
| ➤6 examples of Figurative Language were used correctly                                     | •               | • •        | 6543        | 2 1 0     |
| ► Figurative Language was <b>bolded</b> /highlighted in analysis                           |                 |            | 6543        | 2 1 0     |
| ► Figurative Language was labeled correctly in analysis                                    |                 |            |             | 2 1 0     |
|  |                 |            |             |           |
| SURVEY QUESTIONS 6 Points Possible (Chapter 6 p.111)                                       |                 |            |             |           |
| ➤2 Fixed-alternative questions   |                 |            | Yes=2       | No=0      |
| ►2 Scale Questions   |                 |            | Yes=2       | No=0      |
| ►2 Open-ended Questions  |                 |            | Yes=2       | No=0      |
| AUDIENCE ANALYSIS 6 Points Possible (Chapter 6)  |                 |            |             |           |
| ➤Why should the audience be interested in this topic?                                      |                 |            | Yes=2       | No=0      |
| ► How much does the audience already know about this topic?                                |                 |            | Yes=2       | No=0      |
| ►Why should the audience listen to the speaker about this topic?                           |                 |            | Yes=2       | No=0      |
|  |                 |            | <b>A</b> 2  | 00 - 188  |
| TIME LIMIT (4:30 to 6 Minutes) 20 Points Possible  |                 |            | <b>A-</b> 1 | 87 - 180  |
| 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 1   | 5 16 17 18      | 8 19 20    | B+ *        | 179 - 174 |
| Time Penalty: 2 points deducted for every 30 seconds over or under the time li             | mit             |            | <b>B</b> 1  | 73 - 166  |
| (You will be asked to sit down if you go more than 3 minutes over.)                        |                 |            | <b>B-</b> 1 | 65 - 160  |
|  |                 |            | C+ -        | 159 - 154 |
| ►TOTAL POINTS POSSIBLE: 200 POINTS   |                 |            |             | 53 - 146  |
|  |                 |            |             |           |

| Total Earned:                     | <b>C-</b> 145 -     |
|-----------------------------------|---------------------|
| 200                               | <b>D+</b> 139 - 134 |
|                                   | <b>D</b> 133 - 126  |
| Additional Comments:              | <b>D-</b> 125 - 120 |
|                                   | <b>F</b> 119 - 0    |
|                                   | 21                  |
| Self Assessment Worksheet: Inforr | native Speech       |

*(Chapters go with The Art of Public Speaking by Stephen E. Lucas 12<sup>th</sup> ed.)* **Directions:** After you give your speech, watch your video one time without stopping it. Then, watch it a second time. Answer the following questions: rewinding, stopping and playing, etc. as you go. Answer the questions honestly. Remember to use specific examples to support your responses.

#### Due: One week period after your speech.

1. How did you practice for this speech (honestly)? How did your preparation differ from the *It's Great to Be Me Speech*? What went well in your preparation? What will you do differently for your next speech? Answer fully below:

2. How have your emotional, physical, and mental reactions to giving your speech changed/evolved since class started?

3. Identify and explain the organizational pattern you used in this speech. Did it work well for you?

4. WATCH YOUR SPEECH CAREFULLY. Describe <u>your three greatest strengths</u> concerning the **CONTENT** of your speech (content is "what" you said, delivery is "how" you said it). For EACH strength, include a specific example from your speech to illustrate your response (yes, quote yourself); explain why this is a strength. Include a citation from the text to support your explanation. **Look to chapters 9, 10, and 12 to complete this section.** 

| Content<br>Strengths:   | List a specific example from your speech to illustrate your response.   | Explain why this is a strength.<br>Support your response by<br>including a quote/paraphrase with<br>the page number from the text.  |
|---|---|---|
| <i>Example:</i> use of transitions when I moved from one main point to the next | An example of this was when I moved<br>from my first main point to my second<br>main point. I said, "Now that I have<br>told you how this book represents my<br>hard exterior, let's open it up and see<br>how it can also represent the softer<br>side of me." | This was a strength because I was<br>clear and creative in my movement<br>between ideas. As described on<br>page 178 in the text, these should be<br>smooth and help you move from one<br>point to another. |
| a. (1 pt.)  | (1 pt.)   | (2 pts.)  |
| b. (1 pt.)  | (1 pt.)   | (2 pts.)  |

| c. (1 pt.) | (1 pt.) | (2 pts.) |
|------------|---------|----------|
|            |         |          |
|            |         |          |
|            |         |          |

5. WATCH YOUR SPEECH AGAIN CAREFULLY. Describe your three greatest strengths

concerning the **DELIVERY** of your speech (delivery is "how" you said it). For EACH strength, include a specific example from your speech to illustrate your response (yes, quote yourself and describe the delivery of that quote). Explain why this is a strength. Include a citation from the text to support your explanation. Look to chapter 13 in the text to complete this section.

| Delivery List a specific example from your speech to illustrate your response. |   | Explain why this is a strength.<br>Support your response by including a<br>quote/paraphrase with the page<br>number from the text:   |  |  |  |
|--|---|--|--|--|--|
| <i>Example:</i><br>eye contact   | In the body of my speech when I was<br>covering my second point on why this<br>occurs, I said "this could happen to<br>each of us" and began to look directly<br>at the audience members. I looked to<br>each side very slowly. | I think this is a strength, because if you<br>can look someone in the eye, you<br>generally appear sincere. In the text<br>(page 250), it stresses you should not<br>read your speech. With my eye contact, I<br>was able to avoid that! |  |  |  |
| a. (1 pt.)   | (1 pt.)   | (2 pts.)   |  |  |  |
| b. (1 pt.)   | (1 pt.)   | (2 pts.)   |  |  |  |

| c. (1 pt.) | (1 pt.) | (2 pts.) |
|------------|---------|----------|
|            |         |          |
|            |         |          |
|            |         |          |
|            |         |          |

6. What do you want to improve upon concerning your content? List three areas you will focus on for the next speech. For each area to improve, give a specific example from your speech to illustrate your response. Describe how you will work to improve this area.

| Area to<br>Improve<br>upon:         | Example why you need to improve   | Explain your plan to improve.   |
|-------------------------------------|---|---|
| <i>Example:</i><br>Hand<br>Gestures | I used too many hand gestures. For<br>example, when I was describing the first<br>reason the ball represents me, I looked<br>like I was flying. I raised my hands 10<br>times in just 43 seconds! | I plan to watch myself in a mirror and<br>actually practice my gestures next time.<br>I will write out on my note cards when I<br>should use specific gestures. |
| a. (1 pt.)                          | (1 pt.)   | (1 pt.)   |
| b. (1 pt.)                          | (1 pt.)   | (1 pt.)   |

7. What can Mrs. Lemke do to help you prepare for your next speech? Please be specific.

Adapted from: Lori Halverso 25

#### PERSUASIVE SPEECH To Gain Passive Agreement: Second Major Speech

#### Time Limit: 8:00 - 9:00 Minutes

NOTE: Look at page 305 in your text, and READ chapter 16 & 17 again!

Adapted from: Jeanellyn Schwarzenbach, UW-Green Bay Communications Professor

#### Purpose:

- ➤To speak in a persuasive manner in order to gain passive agreement from the audience
- > To gain experience in a communication situation in which the student(s) organizes and discusses
- а

controversial social issue to an audience that may have opposing views

- 1. The student is required to find a partner from the class to address the same topic from the opposing side.
- 2. Only one team will be allowed per topic.
- 3. Time Limit: 8:00-9:00 w/o penalty
- 4. Method of Organization: Chapter 16

For speeches on questions of policy =Problem-Solution Order, Problem-Cause-Solution Order, Comparative Advantages Order (See pages 319 – 327)

- 5. On **performance days** the following are due:
  - a. Bring 1 printed copy of your outline
  - b. Must include a minimum of **five scholarly sources**. **Three MUST be journal articles.** All of which must be listed in the references/works cited preparation outline.
  - c. <u>Must include an audience analysis that answers the following questions:</u> (Make sure correct grammar, spelling, & punctuation are used)
    - 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 Powerpoint (8 slide minimum)

- e. Speech must have 6 examples of figurative language from Chapter 12. (**Bold**/highlight and label each example in the preparation outline)
- f. Wear Proper Dress Etiquette: Jeans, shorts, tank tops, low cut shirts, sweatshirts, hooded sweatshirts, and t-shirts are <u>NOT</u> proper dress etiquette.

#### 6. Evaluation:

- (SEE: Chapter 17 pg. 348 in the text to review "Appealing to Emotions")
- (SEE: pgs.230-231 in the text for use of Rhythm, Parallelism, Repetition, & Alliteration)
  - 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(s)—you can both be assessed the same grade or very different grades.

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## **Topic Choices/Ideas**

Capital Punishment Abortion Paying College Athletes Animal Experimentation Limit Immigration Limiting Protesting at Abortion Clinics Homosexual Marriage Homosexuals in the Military Homosexual Adoption Government Involvement in Limiting Obesity No Fault Divorce Changing the Tax Code (A Flat Tax) **Restrictions on Gambling** Changing the Judicial System The Bowl Championship Series Deer Hunting The Electoral College **Political Commercials** Gun Control Funding More Day Care **Bilingual Education** English as a National Language Stiffer Driver's License Requirements Federal Support for the Arts Legalizing Marijuana Flag Burning

Embryonic Stem Cell Research Censorship Genetic Engineering The Legal Drinking Age Active Euthanasia Surrogate Mothers Ethnic Adoption Buying Drugs from other Countries Women in Combat Mandatory 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 Manned Space Flights Drug Testing Animal Rights Year Round Schooling Legalizing Drugs Prayer in School Pit Bulls

To approve another controversial topic, see Mrs. Lemke for approval.

This speech really needs to encompass ALL the skills you've learned along the way. This is a biggie—nothing to brush off.

#### PERSUASIVE SPEECH REQUIREMENTS LIST

#### You MUST hand in all of the following requirements <u>BEFORE</u> you present your speech:

- A typed **Formal Preparation Outline** with correct grammar, spelling, & punctuation = For help, refer to pgs. 206 213 in the text and refer to the example that was passed out in class. You can also see an example persuasive speech on pgs. 324 326 in the text.
- \_\_\_\_\_Five answered audience analysis questions
- \_\_\_\_One copy of your survey questions
- \_\_\_\_\_Works Cited (MLA Format)
- \_\_\_\_\_Reverences (APA Format)
- \_\_\_\_\_PowerPoint with a minimum of 8 slides, more is fine. Print a copy for the teacher.
- \_\_\_\_\_Minimum of 5 scholarly/credible sources = Three sources must be journal articles. Make sure they are cited correctly in your preparation outline AND don't forget to verbally cite them in your speech.

Your speech must have 6 examples of figurative language from Chapter 12. **BOLD/highlight and label** each example correctly in the preparation outline.

#### **Reminders:**

- Make sure you wear proper dress clothing! It should be OBVIOUS that you are professionally dressed. You are addressing your audience as a knowledgeable speaker. What you are wearing matters in the professional world!
- 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 with supporting material. The speech should have one overall thesis with strong supportive main points. This speech should have a STRONG persuasive tone. You are trying to sway the audience to agree with you.
- ► Any audio/video bits used must be 30 seconds or less
- ➤ PRACTICE so you meet the 8:00 9:00 Minute time requirement and make sure your audio/video

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works if you put them in your PPT.

- >When you present you should do the following:
- 1. Read your entire <u>introduction</u> word for word from your preparation outline to ensure you have all of the specific parts.
- Once you start the <u>body</u> of your speech, you should be presenting from a speaking outline. (See pgs. 213 – 217 in the textbook.) You should **NOT** be reading the body of your speech word for word to the class! If you decide to read your speech, you will only lose 5 points.
- 3. When you start your <u>conclusion</u>, you may go back to reading word for word from your preparation outline to make sure you include all of your closing comments.
- 4. **IMPORTANT NOTE:** Please understand that if you were presenting to a "real" audience, you would

NOT be reading any of your speech word for word. Because of the time restraints on this class, you are not expected to present from a speaking outline for the entire speech.

Persuasive Speech Preparation Outline Template

**Directions:** The following is a guide to use as you develop your preparation outline. For purposes of illustration, this guide has three main points in the body of the speech. In your speech, the number and organization of main points, subpoints and sub-subpoints will vary depending on the topic and purpose of your speech. However, the elements needed in the outline—title, specific purpose statement, central idea, introduction, body, conclusion, connectives, bibliography, etc.—will remain the same. For more information, ask Mrs. Lemke or check the guidelines for preparation outlines and the sample preparation outline with the commentary on pages 206 – 213 of your textbook.

**To set the numbering/lettering in your outline:** Click on the following = Tab, Format, Bullets & Numbering, List Options, Pick the option you want

Name: Topic: General Purpose: To Persuade (Gain Passive Agreement) Specific Purpose (Infinitive Phrase): Central Idea (Thesis Statement): Method of Organization: (Chapter 16 Organizing Questions of Policy: Problem-Solution Order p.319, Problem-Cause-Solution p.320, Comparatives Advantages Order p. 320)

# (Chapter 9: Chronological p.169, Spatial p.170, Causal p.170, Problem-Solution p.172, Topical p.172)

# **INTRODUCTION:**

I. (Attention Getter): (Look at the chapter 10 handout on speech introductions)

II. Credibility Statement: (Here I explain why I know what I'm talking about.)

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III. Relevancy Statement: (Here I explain why the audience needs to listen.)

**IV. Preview Statement:** (Here I explain my main points in a clear and concise way.)

[Transition:] (Make sure the audience knows you are moving from the introduction into the first main point of the body.)

# BODY:

I. A single complete sentence expressing the **main point** of this section of the speech.

- A. Subpoint (Subpoints are also written in full sentences.)
  - 1. Sub-subpoint (Sub-subpoints are written in full sentences.)
  - 2. Sub-subpoint
    - a. Sub-sub-subpoint
- **B. Subpoint**

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[Transition or other Connective]: (Use a transition or other connective to help the audience move with you from one main point to the next.)

**II.** A single complete sentence expressing the **next main point** of this section of the speech.

- A. Subpoint
- **B. Subpoint** 
  - 1. Sub-point
    - a. Sub-sub-subpoint
    - b. Sub-sub-subpoint

[Transition or other Connective]: (Use a transition or other connective to help the audience move with you from one main point to the next.)

**III.** A single complete sentence expressing the **next main point** of this section of the speech.

A. Subpoint

- 1. Sub-subpoint
- 2. Sub-subpoint
- **B. Subpoint** 
  - 1. Sub-subpoint
  - 2. Sub-subpoint
    - a. Sub-sub-subpoint
- C. Subpoint

[Transition or other Connective]: (Use a transition or other connective to help the audience move with you from the body of your speech to the conclusion.)

## CONCLUSION:

I. Summary Statement(s)

II. Memorable Closing (Make sure your last sentence Packs-A-Punch!)

#### AUDIENCE ANALYSIS: (Answer these questions based on your survey 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?

SOURCES: (List your sources in both formats—MLA & APA)

Make sure you have correct spacing and indenting format. See Mrs. Lemke with questions.

#### Works Cited References

#### **SURVEY QUESTIONS:**

2 Fixed-alternative Questions

2 Scale Questions

2 Open-ended Questions

ONE COPY OF PowerPoint: (Minimum of 8 slides, more is fine)

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# ASSIGNMENT: Persuasive Speech Checklist (32 pts.)

**Directions:** Each of the following sections **MUST** be checked off by Mrs. Lemke **BEFORE** you present your speech. They can be done in any order. I suggest you research first, and see what information you are able to find.

1. Before preparing your persuasive speech, you need to analyze your audience. In order to give a successful persuasive speech, you need to understand where your audience is coming from. You need some understanding of how much information and/or details you need to provide. You also need to find out the opinion of your audience. This information will steer you in the direction you need to go in regards to information for your speech.

Create a six question questionnaire about your topic. Have Mrs. Lemke check off your questions **BEFORE** you distribute them to the class. Second, make copies and distribute them to the class. Third, collect your questionnaires and analyze them. Refer to **Chapter 6:** *Analyzing the Audience*, if you need to refresh your memory. **You must create the following:** 

- ► Two Fixed-alternative Questions
- ► Two Scale Questions
- ► Two Open-ended Questions

► If you feel you need more questions in your questionnaire, please feel free to do so.

12 points =\_\_\_\_

Date Completed\_\_\_\_\_

2. **Start your research.** You need a <u>minimum of five</u> scholarly sources. **Three of your sources MUST be journal articles.** Your four scholarly sources must be okayed by Mrs. Lemke. If you cannot find four scholarly sources on your topic, you may need to switch your speech topic.

| 10 | points | = |  |  |
|----|--------|---|--|--|
|    |        |   |  |  |

Date Completed

3. Make sure your topic is specific enough by completing the following: Topic:General Purpose:Specific Purpose:Central Idea (Thesis Statement):

Speech Organization:

10 points =\_\_\_\_ Date Completed\_\_\_\_\_

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# Example Persuasive Speech Preparation Outline By: Cassandra Peters & Samantha Maass

**Note:** The following outline uses headings in the body. You may construct your outline with or without headings in the body of your speech.

Topic: In Favor of Lowering the Drinking Age to 18 Years Old

General Purpose: T persuade (To gain passive agreement)

**Specific Purpose:** To persuade my audience that the legal drinking age should be lowered to 18 years old

**Central Idea:** The legal drinking age should be lowered for the safety of adolescents and to create a safe drinking environment throughout the nation.

Method of Organization: Problem-Solution Order

#### **INTRODUCTION:**

I. (Attention Getter): It is one in the morning, you are at an underage drinking party, and things are starting to get a little out of control. You are struggling to find your best friend who was supposed to be your designated driver and get out of there. However, he/she is nowhere to be found. When you finally locate him/her hovered over the toilet, it is obvious that he/she had far too much to drink. In fact, you have never seen anyone in this bad of condition. They clearly cannot drive; they cannot even stand up! You begin to become seriously concerned about your friend and alcohol poisoning. But, what can you do? You cannot simply call your parents to come bring you home; they would kill you! You cannot call a taxi; they might turn you in for underage drinking. With your friend's possible alcohol poisoning, your troubles become much bigger. Calling 911 is simply out of the question; that is practically giving **yourself and everyone at the party the worst night of their lives. (Imagery)** This scary situation if far too common for young adults in the United States today. Raising the drinking age to 21 has created a seriously dangerous epidemic in one of the greatest countries in the world.

**II. (Credibility Statement):** Through our abundance of research, we have gathered a plethora of information on the rationale of the initial decision to raise the drinking age, the effects of the drinking age, and why the drinking age should be changed. Through our extensive research, we stand before you today, knowledgeable on this subject.

**III. (Relevancy Statement):** Everyone in this room probably knows someone who has participated in underage drinking or has possibly participate in underage drinking themselves. Many of you have either faced similar scary situations yourselves or have heard these horror stories from other's experiences.

**IV. (Central Idea):** Today I will explain why the legal drinking age should be lowered to ensure safety of adolescents as well as creating a safe drinking environment throughout the nation.

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[Transition: Let us first share with you the serious, strenuous, substantial (Alliteration) problem the drinking age of 21 has created within our country.]

#### BODY:

- I. Problem = Safety Concerns
  - A. Because all of you are under the drinking age of 21, there are several safety issues that should concern you.
  - B. The drinking age of 21 does not stop young adults from drinking, it simply stops them from drinking responsibly.
    - 1. As I explained in my introduction, this law keeps young adults from getting help.
    - 2. This danger is stated perfectly by G. Alan Marlatt, Ph.D., professor of psychology and director of the *Addictive Behavior Research Center* at the University of Washington in *Underage drinking debate: zero tolerance vs. teaching responsibility*.
      - a. Marlatt states, "This just drives the drinking underground, which can have vast unintended consequences. . . .These consequences include driving to remote places (and driving back drunk), and not getting help for someone who passed out because of fear of getting in trouble."
  - C. The law was enacted to prevent highway deaths due to alcohol, but if young adults are afraid to call for a safe ride, it causes the opposite effect.
    - 1. Many may say the statistics prove it HAS helped lower highway deaths due to alcohol, but the drinking age is not the only factor that has contributed to that.
      - a. Doctor Henry Wechsler and Doctor Toben F. Nelson, professors of Health and Social Behavior at Harvard University submitted an article in the <u>American</u> <u>Journal of Public Health</u> titled, *Will Increasing Alcohol Availability By Lowering the Minimum Legal Drinking Age Decrease Drinking and Related Consequences Among Youths?*

b. Wechsler and Nelson wrote, "The observed decline in drinking traffic fatalities and related harms since the minimum legal drinking age of 21 years became law are a result of other factors, such as improvements in motor vehicle safety and not the change in the minimum legal drinking age."

[**Transition:** The safety of our adolescents is at stake; this is a lesson that we, as a country, should have learned from previous trial and error during *The Roaring Twenties*.]

- II. Problem = Prohibition
  - A. As a nation in the 1920's, our government tried prohibition practices to control unsafe drinking and it FAILED!
  - B. The 21 drinking age law is the same; it is simply applying prohibition to a select group of adults.
  - C. As a country, we need to learn from our mistakes.
    - Ruth Engs, a professor of Applied Health Sciences at Indiana University, states within the Vermont Quarterly, "Prohibition did not work the, and prohibition for young people under the age of twenty-one is not working now."
    - 2. Let's be honest, and get real. (Cliche)
    - 3. Secluded, unsafe drinking locations are our modern young adults' modern day speakeasies.

[**Transition:** Just as prohibition made the appeal of alcohol to the common man stronger, the same has occurred with limiting the alcohol consumption by young adults.]

#### III. More Enticing

- A. Telling a young adult he/she must not do something only makes him/her desire it more.
  - 1. Imagine the following situation.
  - 2. It's Friday night, and you have just returned from college for the weekend.
  - 3. You are exhausted!
  - 4. You do not really feel like going out, but you ask your parents about it just in case.
  - 5. They say no; how dare they!
  - 6. You are a grown adult!
  - 7. Now you just have to go!!
  - 8. You startup your car and race out of there so fast that they do not have time so say no again. (Imagery)
    - a. This same principle applies to the government denying young adults their right to Drink.
- B. Alcohol is the forbidden fruit of the modern day world. (Metaphor)
  - 1. Dr. Engs, a professor of Applied Health Sciences at Indiana University, states within *Forbidden Fruit*, "Although the legal purchase age is twenty-one years, a majority of college students under this age consume alcohol."
  - 2. This is certainly not a surprise to anyone here today.

- 3. Furthermore, Dr. Engs stated, "When they have the opportunity to drink, they do so in an irresponsible manner because drinking by these youth is seen as an enticing 'forbidden fruit,' a 'badge of rebellion against authority' and a symbol of 'adulthood.'"
- C. Postponing the legal drinking age to 21 creates more lawbreakers.
  - As stated by Jeffrey Miron, the director of undergraduate studies in the Department of Economics at Harvard University, in Does the Minimum Legal Drinking Age Save Lives?, "If the drinking age is 18 years, 17-year-olds know that they can obey the law by postponing for only 1 year and some choose this path."
  - 2. Furthermore, Miron argued, "If the drinking age is 21 years, however, 17-year-olds that know that they have to postpone drinking for 4 years to comply with law, so more decide it is worth becoming a lawbreaker."

[Transition: Now that we have completely, convincingly, conclusively, and comprehensively (Alliteration) explained why raising the drinking age to 21 has created a seriously dangerous epidemic in one of the greatest countries in the world; let us examine the benefits of returning the drinking age to its rightful place (Cliche) at 18 years of age.]

- IV. Solution = Legal Drinking Age 18
  - A. If the drinking age is lowered to 18, it will create a safer drinking environment for everyone involved.
  - B. By not allowing young adults to drink in social situations, they often gain bad drinking habits that lead to lifelong diseases such as alcoholism or even death due to alcohol poisoning.
    - 1. Ruth Engs, a professor of Applied Health Sciences at Indiana University, states within *Why the Drinking Age Should Be Lowered: An Opinion Based Upon Research*, "Young adults could be allowed to drink in controlled environments. . . --where mature and sensible drinking would be expected--responsible alcohol consumption could be taught through role modeling and educational programs."
  - C. By not being able to experience drinking as a social experience but rather a hidden secret, more risky drinking practices are carried out by young adults.
    - As cited by Ruth Engs within Why The Drinking Age Should Be Lowered: An Opinion Based Upon Research published by the University of Indiana, "Those under the age of 21 are more likely to be heavy--sometimes called "binge"--drinkers."
    - 2. Furthermore, "Among drinkers, 32% of under-age compared to 24% of legal age are heavy or binge drinkers."
    - 3. This statistic clearly supports the idea that more under-age drinkers tend to be heavy and/or binge drinkers.

[**Transition:** The danger of the current drinking age is evident, and the clear answer is to decrease the legal drinking age to 18 years of age.]

#### CONCLUSION:

**I. Summary Statement(s):** To conclude, today we have shared with you why the legal drinking age should be lowered to 18 years of age.

- A. A lowered drinking age promotes safety for adolescents and a safer drinking environment for the entire nation.
- B. A drinking age of 21 does not stop young adults from drinking, it simply stops our youth from drinking responsibly.
- **II. Memorable Closing:** Think back to the scenario from my introduction today.
  - A. Imagine you, your friend, your future son or daughter, or your brother or sister are in that very same situation.
    - 1. Which drinking age do you want to dictate the decisions they make?
    - 2. Do you want a drinking age of 18 that promotes safe responsible drinking or a drinking of 21 that causes our youth to make poor choices and not help a friend in need or choose a safe ride home?

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- 3. Both of the later choices could be fatal choices.
- 4. Save our youth.
- 5. Save your friend.
- 6. Save yourself.
- 7. Save your brother/sister.
- 8. Save your future son/daughter. (Parallelism/Repetition)
- 9. Support lowering the drinking age to 18.

#### AUDIENCE ANALYSIS:

#### 1 Who is my/our target audience?

Our target audience is students who are under the age of 21, particularly high school students who may or may not have participated in illegal underage drinking.

#### 2. What attitudes towards this topic does my/our audience hold?

Based on our survey,our audience has mixed emotions about this topic. Half believe that the drinking age should stay at 21 while the other half believe it should be lowered to 18.

#### 3. What audience needs does my/our speech address?

Because half of our audience still feels strongly that the drinking age should not be lowered to 18, we strongly address the reasons why it is more beneficial to lower the drinking age to 18. Additionally, we address the safety concerns for keeping the drinking age at 21 and lowering it to 18.

#### 4. Why should this audience listen me/us?

The audience should listen to us because we have done an ample amount of research regarding the pros and cons of keeping the drinking age at 21 and lowering the drinking age to 18. As high school students, we have also either witnessed or heard about students under the age of 21 who have made poor decisions when they had to hide that they were drinking.

#### 5. What do I need to be careful about to keep my/our audience's attention?

We need to be careful about staying ethical and moral in our reasoning for changing the drinking age to 18, and it is necessary for us to maintain a professional presentation throughout the entirety of our
speech. We also need to be careful to be respectful of other people who may have experienced some of the situations we discuss in our presentation.

#### SOURCES:

#### Works Cited

Engs, Ruth C. "Forbidden Fruit." VERMONT QUARTERLY (1999): pp.25 & 47. University of Vermont.

Web. 14 Dec. 2014.

Engs, Ruth. "Why the Drinking Age Should Be Lowered: An Opinion Based Upon Research." *Alcohol Research and Health History (2014). IU Scholar Works*. School of Public Health Indiana University. Web. 13 Dec. 2014. <a href="https://scholarworks.iu.edu">https://scholarworks.iu.edu</a>.

Miron, Jeffrey A., and Elina Tetelbaum. "Does The Minimum Legal Drinking Age Save Lives?" 36
 *Economic Inquiry* 47.2 (2009): 317-336. *Academic Search Primier*. Web. 1 Jan. 2015.

"Underage Drinking Debate: Zero Tolerance Vs. Teaching Responsibility." Brown University Child & Adolescent Behavior Letter 22.3 (2006): 1-7. Academic Search Premier. Web. 13 Dec. 2014.

Wechsler, Henry, and Toben F. Nelson. "Will Increasing Alcohol Availability By Lowering the

Minimum

Legal Drinking Age Decrease Drinking and Related Consequences Among Youths?" American Journal of Public Health 100.6 (2010): 986-992. PMC. Web. 13 Dec. 2014.

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- Engs, Ruth C. "Forbidden Fruit." (1999) Alumni Voice. Vermont Quarterly, Winter. pp. 25 & 47. Retrieved from IUScholarWorks Repository: http://hdl.handle.net/2022/17465
- Engs, Ruth C. (1997, 2014). Why the drinking age should be lowered: An opinion based upon research. Indiana University: Bloomington, IN. Retrieved from IUScholarWorks Repository:<u>http://hdl.handle.net/2022/17594</u>

Miron, J. A., & Tetelbaum, E. (2009) DOES THE MINIMUM LEGAL DRINKING AGE SAVE LIVES?

Economic Inquiry 47(20, 317-336. Academic Search Primier. Web. 1 Jan. 2015.

Underage drinking debate: zero tolerance vs. teaching responsibility. (2006). Brown University Child

&

Adolescent Behavior Letter, 33(3). 1-7.

Wechsler, H., & Nelson, T. F. (2010). Will increasing alcohol availability by lowering the minimum

legal

drinking age decrease drinking and related consequences among youths? American Journal of

Public Health, 100(6), 968-992.

#### **SURVEY QUESTIONS:** (Attach one copy)

Two Fixed-alternative Questions Two Scale Questions Two Open-ended Questions (**Note:** If you feel you need more questions, feel free to do so.)

**ONE COPY OF PowerPoint:** (Attach one copy)

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# **PERSUASIVE SPEECH COMMUNICATION RUBRIC:** Gain Passive Agreement Speech Name

**INTRODUCTION** -- 30 Points Possible

(NOTE: You may read your entire introduction word-for-word from your preparation outline to ensure you have all of the specific parts.)

| Speaker has a good Attention Getter                           | Yes=5 | Somewhat=3 | No=0 |
|---|-------|------------|------|
| Introduction is fused with <u>energy and genuine interest</u> | Yes=5 | Somewhat=3 | No=0 |
| Speaker established good credibility                          | Yes=5 | Somewhat=3 | No=0 |
| Speaker clearly related the topic to the audience             | Yes=5 | Somewhat=3 | No=0 |
| Speaker had a clear and concise overall thesis                | Yes=5 | Somewhat=3 | No=0 |
| ➤Speaker previewed the main points                            | Yes=5 | Somewhat=3 | No=0 |

**BODY** -- 30 Points Possible (NOTE: Once you start the <u>body</u> of your speech, you should be presenting from a speaking outline. See pgs. 213 - 217 in the textbook. You should **NOT** be reading the body of your speech word-for-word to the class!)

| ► Speaker verbally cited at least 5 sources (Chapter 8 p.161) | Yes=5  | 4 3 2 1    | No=0 |
|---|--|------------|------|
| Speaker/speech was organized and easy to follow               | Speaker/speech was organized and easy to follow Yes=5 Somewhat=3 |            |      |
| Did the speaker walk us point-to-point in a smooth            |  |            |      |
| manner by using transitions? Yes=5 Somewhat=3                 |  |            | No=0 |
| ➤ If the speaker got lost/confused he/she got back on track   |  |            |      |
| and pushed through to the end calmly                          | Yes=5  | Somewhat=3 | No=0 |

| Speaker talked from a speaking outline for the body   | Yes=5   | Somewhat=2  | No=0   |
|---|---|---|--|
| <ul> <li>Speaker made an <u>emotional connection with audience</u></li> </ul>   | Yes=5   | Somewhat=2  | No=0   |
| (See Chapter 17 page 348 in text)   | 100 0   |   |  |
|   |   |   |  |
| CONCLUSION 15 Points Possible (NOTE: When you start your cond   | <u>clusion,</u> you may g   | o back to reading word-for-wo   | rd from your   |
| preparation outline to make sure you include all of your closing comments.)   |   | J. J  | ,  |
| ➤Speaker let the audience know that he/she was  | Yes=5   | Somewhat=3  | No=0   |
| starting the conclusion   |   |   |  |
| Speaker reviewed the main points  | Yes=5   | Somewhat=3  | No=0   |
| ► Speaker provided memorable conclusion (Packed-A-Punch!)   | Yes=5   | Somewhat=3  | No=0   |
|   |   |   |  |
| DELIVERY 53 Points Possible   |   |   |  |
| ➤Eye Contact  | Yes=3   | Somewhat=2  | No=1   |
| 3=You eye contact was excellent. You looked up often, for extended periods of time, and   |   |   | Idianaa  |
| 2=You need to rely less on your speech and/or make better use of eye contact to enhanc<br>1=You seldom looked up and/or when you looked up it was so quick that little connection   |   |   | Jalence.   |
| ►Nonverbal/Gestures/Movements   | Yes=3   | Somewhat=2  | No=1   |
| 3=You looked comfortable and there were no distracting gestures/movements.  |   |   |  |
| 2=You seemed nervous and/or there were some distracting gestures/movements.<br>1=Nervous gestures/movements are affecting the message of your speech.   |   |   |  |
| ► Vocal Pitch/Quality/Expression/Tone   | Yes=3   | Somewhat=2  | No=1   |
| 3=Your voice was pleasant, full of energy, and powerful which helped engage the audience  |   |   |  |
| 2=You need to put more life/energy in your voice and/or use a more conversational tone;   | continue to work c  |   |  |
| 1= You need to put a great deal more life/energy in your voice in order to maintain the au  | dience's attention.   |   |  |
| > Vegel Date  |   | Somowhat-2  | No-1   |
| ► Vocal Rate  | Yes=3   | Somewhat=2  | No=1   |
| <ul> <li>Vocal Rate</li> <li>3=Your rate was excellent and enhanced the power of your message.</li> <li>2=Your rate was a bit fast and/or choppy. Work on slowing down and/or giving a smoother</li> </ul>  | Yes=3   | Somewhat=2  | No=1   |
| 3=Your rate was excellent and enhanced the power of your message.<br>2=Your rate was a bit fast and/or choppy. Work on slowing down and/or giving a smoothe<br>1=You went into read mode. It felt like you were in a racing to the end. Work on relaxing,   | Yes=3<br>er delivery.<br>slowing down, and  | d adding some pauses when a   | ppropriate.  |
| 3=Your rate was excellent and enhanced the power of your message.<br>2=Your rate was a bit fast and/or choppy. Work on slowing down and/or giving a smoother<br>1=You went into read mode. It felt like you were in a racing to the end. Work on relaxing,<br>►Vocal Volume   | Yes=3   |   |  |
| <ul> <li>3=Your rate was excellent and enhanced the power of your message.</li> <li>2=Your rate was a bit fast and/or choppy. Work on slowing down and/or giving a smoother 1=You went into read mode. It felt like you were in a racing to the end. Work on relaxing,</li> <li>Vocal Volume</li> <li>3=Your voice was loud enough to hear easily.</li> </ul>   | Yes=3<br>er delivery.<br>slowing down, and  | d adding some pauses when a   | ppropriate.  |
| 3=Your rate was excellent and enhanced the power of your message.<br>2=Your rate was a bit fast and/or choppy. Work on slowing down and/or giving a smoother<br>1=You went into read mode. It felt like you were in a racing to the end. Work on relaxing,<br>►Vocal Volume   | Yes=3<br>er delivery.<br>slowing down, and<br>Yes=3   | d adding some pauses when a   | ppropriate.  |
| <ul> <li>3=Your rate was excellent and enhanced the power of your message.</li> <li>2=Your rate was a bit fast and/or choppy. Work on slowing down and/or giving a smoother 1=You went into read mode. It felt like you were in a racing to the end. Work on relaxing,</li> <li>Vocal Volume</li> <li>3=Your voice was loud enough to hear easily.</li> <li>2=You were difficult to hear at times. Work on projecting more.</li> <li>1=Most of the time it was difficult to hear you which greatly affected your message to the</li> </ul>  | Yes=3<br>er delivery.<br>slowing down, and<br>Yes=3<br>audience.  | d adding some pauses when a<br>Somewhat=2   | nppropriate.<br>No=1   |
| <ul> <li>3=Your rate was excellent and enhanced the power of your message.</li> <li>2=Your rate was a bit fast and/or choppy. Work on slowing down and/or giving a smoother 1=You went into read mode. It felt like you were in a racing to the end. Work on relaxing,</li> <li>Vocal Volume</li> <li>3=Your voice was loud enough to hear easily.</li> <li>2=You were difficult to hear at times. Work on projecting more.</li> <li>1=Most of the time it was difficult to hear you which greatly affected your message to the</li> <li>Did the speaker use distracting terms/noises between</li> </ul>  | Yes=3<br>er delivery.<br>slowing down, and<br>Yes=3   | d adding some pauses when a   | ppropriate.  |
| <ul> <li>3=Your rate was excellent and enhanced the power of your message.</li> <li>2=Your rate was a bit fast and/or choppy. Work on slowing down and/or giving a smoother 1=You went into read mode. It felt like you were in a racing to the end. Work on relaxing,</li> <li>Vocal Volume</li> <li>3=Your voice was loud enough to hear easily.</li> <li>2=You were difficult to hear at times. Work on projecting more.</li> <li>1=Most of the time it was difficult to hear you which greatly affected your message to the</li> </ul>  | Yes=3<br>er delivery.<br>slowing down, and<br>Yes=3<br>audience.  | d adding some pauses when a<br>Somewhat=2   | nppropriate.<br>No=1   |
| <ul> <li>3=Your rate was excellent and enhanced the power of your message.</li> <li>2=Your rate was a bit fast and/or choppy. Work on slowing down and/or giving a smoother 1=You went into read mode. It felt like you were in a racing to the end. Work on relaxing,</li> <li>Vocal Volume</li> <li>3=Your voice was loud enough to hear easily.</li> <li>2=You were difficult to hear at times. Work on projecting more.</li> <li>1=Most of the time it was difficult to hear you which greatly affected your message to the speaker use distracting terms/noises between sentences such as: Ahh, Ummm, Like, and, Oh, yah, etc.</li> </ul>  | Yes=3<br>er delivery.<br>slowing down, and<br>Yes=3<br>audience.  | d adding some pauses when a<br>Somewhat=2   | nppropriate.<br>No=1   |
| <ul> <li>3=Your rate was excellent and enhanced the power of your message.</li> <li>2=Your rate was a bit fast and/or choppy. Work on slowing down and/or giving a smoother 1=You went into read mode. It felt like you were in a racing to the end. Work on relaxing,</li> <li>Vocal Volume</li> <li>3=Your voice was loud enough to hear easily.</li> <li>2=You were difficult to hear at times. Work on projecting more.</li> <li>1=Most of the time it was difficult to hear you which greatly affected your message to the</li> <li>Did the speaker use distracting terms/noises between</li> </ul>  | Yes=3<br>er delivery.<br>slowing down, and<br>Yes=3<br>audience.<br>No=3  | d adding some pauses when a<br>Somewhat=2<br>Somewhat=2                             | ppropriate.<br>No=1<br>Yes=1   |
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| <ul> <li>3=Your rate was excellent and enhanced the power of your message.</li> <li>2=Your rate was a bit fast and/or choppy. Work on slowing down and/or giving a smoother 1=You went into read mode. It felt like you were in a racing to the end. Work on relaxing,</li> <li>Vocal Volume</li> <li>3=Your voice was loud enough to hear easily.</li> <li>2=You were difficult to hear at times. Work on projecting more.</li> <li>1=Most of the time it was difficult to hear you which greatly affected your message to the sentences such as: Ahh, Ummm, Like, and, Oh, yah, etc.</li> <li>&gt; Handled note cards/visual aids appropriately</li> <li>&gt; Proper Dress Etiquette was worn</li> <li>&gt; If audio/video was used, clips were 30 sec. or less</li> <li>&gt; PPT was clear and easy to read</li> </ul>   | Yes=3<br>er delivery.<br>slowing down, and<br>Yes=3<br>audience.<br>No=3<br>Yes=2<br>Yes=10<br>Yes=10<br>Yes=3                            | d adding some pauses when a<br>Somewhat=2<br>Somewhat=2<br>Somewhat=1               | Pypropriate.<br>No=1<br>Yes=1<br>No=0<br>No=0<br>No=0<br>No=0<br>No=0                |
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**PREPARATION OUTLINE** -- 35 Points Possible

| <ul> <li>➤ Preparation Outline is in correct format</li> <li>➤ Hard copy is typed, neat, and appropriate</li> <li>The following were included in the preparation outline (Chapter 5):</li> <li>➤ 1. Topic:</li> </ul>   | Yes=4<br>Yes=3   | Somewhat=2<br>Somewhat=2<br>Yes=2   | No=0<br>No=0<br>No=0         |
|---|------------------|-------------------------------------|------------------------------|
| <ul> <li>2. General Purpose: To Persuade (Gain Passive Agreement)</li> <li>3. Specific Purpose Statement is an infinitive phrase (To persuade</li> <li>4. Central Idea is a complete sentence (Thesis Statement)</li> <li>5. Method of Organization<br/>(Chapter 16 Organizing Questions of Policy: Problem-Solution Ord</li> </ul> |                  | Yes=2<br>Yes=2                      | No=0<br>No=0<br>No=0<br>No=0 |
| Comparatives Advantages Order p. 320)<br>(Chapter 9: Chronological p.169, Spatial p.170, Causal p.170, Pro<br>≻6 examples of Figurative Language were used correctly<br>≻Figurative Language was <b>bolded</b> /highlighted in analysis   |                  | 2, Topical p.172)<br>6 5 4<br>6 5 4 | 3 2 1 0<br>3 2 1 0           |
| <ul> <li>Figurative Language was labeled correctly in analysis</li> </ul>   |                  |                                     | 3 2 1 0                      |
| 1 COPY OF SURVEY QUESTIONS 12 Points Possible   | e (Chapter 6 p.1 | ,                                   | No=0                         |
| <ul> <li>Minimum of 2 Fixed-alternative questions</li> <li>Minimum of 2 Scale Questions</li> </ul>  |                  | Yes=4<br>Yes=4                      |                              |
|   |                  | Yes=4                               |                              |
| <ul> <li>Minimum of 2 Open-ended Questions</li> </ul>   |                  | 165-4                               | 110-0                        |
| AUDIENCE ANALYSIS 21 Points Possible  |                  |                                     |                              |
| 1. Who is my target audience for this speech?   |                  | Yes=3                               | No=0                         |
| 2. What attitudes towards this topic does my audience ho  | old?             | Yes=3                               | No=0                         |
| 3. What audience needs does my speech address?  |                  | Yes=3                               | No=0                         |
| 4. Why should this audience listen to me?   |                  | Yes=3                               | No=0                         |
| 5. What do I need to be careful about to keep my audiend No=0   | ce's attention?  |                                     | Yes=3                        |
| How well are they considering the interests of their audience?  | Yes=             | 2 Somewhat=                         | 1 No=0                       |
| How well do they persuade their audience to see their point-of  | f-view? Yes=     | 2 Somewhat=                         | 1 No=0                       |
| What efforts do they make to connect to them?   | Yes=             | 2 Somewhat=                         | 1 No=0                       |
| <b>TIME LIMIT</b> —20 Points Possible<br>0 1 2 3 4 5 6 7 8 9 10 11 12<br>➤Time limit (8:00 – 9:00 w/o penalty)  | 2 13 14 15 16    | 17 18 19 20                         |                              |
| (Time Penalty: 2 pts. deducted for every 30 seconds ov  | er or under the  | time limit)                         |                              |

#### TOTAL POINTS POSSIBLE: 230 POINTS TOTAL EARNED:\_\_\_\_\_ Additional Comments:

A 230 - 217

A- 216 - 207

- 206 201 B+ В 200 - 191 B-190 - 184 C+ 183 - 178 С 177 - 168 C-167 - 161 D+ 160 - 155 D 154 - 145 D-144 - 138
- F 137 0

## Self Assessment Worksheet: Persuasive Speech

(Chapters go with The Art of Public Speaking by Stephen E. Lucas 12<sup>th</sup> ed.) **Directions:** After you give your speech, watch your video one time without stopping it. Then, watch it a second time. Answer the following questions: rewinding, stopping and playing, etc. as you go. Answer the questions honestly. Remember to use specific examples to support your responses.

#### Due: One week period after your speech.

1. How did you practice for this speech (honestly)? How did your preparation differ from the *Informative Speech*? What went well in your preparation? What do you think you need to do differently next time? Answer fully below:

2. How have your emotional, physical, and/or mental reactions to giving your speech changed/evolved since class started?

3. Identify and explain the organizational pattern you used in this speech. Did it work well?

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4. WATCH YOUR SPEECH CAREFULLY. Describe <u>your three greatest strengths</u> concerning the **CONTENT** of your speech (content is "what" you said, delivery is "how" you said it). For EACH strength, include a specific example from your speech to illustrate your response (yes, quote yourself); explain why this is a strength. Include a citation from the text to support your explanation. **Look to chapters 9, 10, and 12 to complete this section.** 

| Content<br>Strengths:   | List a specific example from your speech to illustrate your response.   | Explain why this is a strength.<br>Support your response by<br>including a quote/paraphrase with<br>the page number from the text.  |
|---|---|---|
| <b>Example:</b> use of transitions when I moved from one main point to the next | An example of this was when I moved<br>from my first main point to my second<br>main point. I said, "Now that I have<br>told you how this book represents my<br>hard exterior, let's open it up and see<br>how it can also represent the softer<br>side of me." | This was a strength because I was<br>clear and creative in my movement<br>between ideas. As described on<br>page 178 in the text, these should be<br>smooth and help you move from one<br>point to another. |

| a. (1 pt.) | (1 pt.) | (2 pts.) |
|------------|---------|----------|
| b. (1 pt). | (1 pt.) | (2 pts.) |
| c. (1 pt.) | (1 pt.) | (2 pts.) |

5. WATCH YOUR SPEECH AGAIN CAREFULLY. Describe your three greatest strengths concerning the DELIVERY of your speech (delivery is "how" you said it). For EACH strength, include a specific example from your speech to illustrate your response (yes, quote yourself and describe the delivery of that quote). Explain why this is a strength. Include a citation from the text to support your explanation. Look to chapter 13 in the text to complete this section.

| Delivery<br>Strengths:         | List a specific example from your speech to illustrate your response.   | Explain why this is a strength.<br>Support your response by including a<br>quote/paraphrase with the page<br>number from the text:   |
|--------------------------------|---|--|
| <i>Example:</i><br>eye contact | In the body of my speech when I was<br>covering my second point on why this<br>occurs, I said "this could happen to<br>each of us" and began to look directly<br>at the audience members. I looked to<br>each side very slowly. | I think this is a strength, because if you<br>can look someone in the eye, you<br>generally appear sincere. In the text<br>(page 250), it stresses you should not<br>read your speech. With my eye contact, I<br>was able to avoid that! |

| a. (1 pt.) | (1 pt.) | (2 pts.) |
|------------|---------|----------|
| b. (1 pt.) | (1 pt.) | (2 pts.) |
| c. (1 pt.) | (1 pt.) | (2 pts.) |

6. WATCH YOUR SPEECH AGAIN CAREFULLY. In a persuasive speech, appealing to the emotions of your audience is important. Your text explains the importance of using emotional language, developing vivid examples, and speaking with sincerity and conviction. <u>PICK TWO of the following areas</u> and give a specific example from your speech to illustrate your response (yes, quote yourself); explain why this was appealing to the emotions of your audience. Include a citation from the text to support your explanation. Look to chapter 17, pages 348 - 252 to complete this section.

| Audience<br>Emotional<br>Appeal<br>Choices | Write the example from your speech.<br>(Quote yourself word for word) | Explain how this is appealing to the emotions of your audience, and include a citation from the text to support your explanation. |
|--|---|---|
| Used<br>Emotional<br>Language              | (1 pt.)   | (2 pts.)  |

| Developed<br>A Vivid<br>Example              | (1 pt.) | (2 pts.) |
|--|---------|----------|
| Spoke with<br>Sincerity<br>and<br>Conviction | (1 pt.) | (2 pts.) |

7. What do you want to improve upon concerning your content? List three areas you will focus on for the next speech. For each area to improve, give a specific example from your speech to illustrate your response. Describe how you will work to improve this area.

| Area to<br>Improve<br>upon:         | Example why you need to improve   | Explain your plan to improve.   |
|-------------------------------------|---|---|
| <i>Example:</i><br>Hand<br>Gestures | I used too many hand gestures. For<br>example, when I was describing the first<br>reason the ball represents me, I looked<br>like I was flying. I raised my hands 10<br>times in just 43 seconds! | I plan to watch myself in a mirror and<br>actually practice my gestures next time.<br>I will write out on my note cards when I<br>should use specific gestures. |

| a. (1 pt.) | (1 pt.) | (1 pt.) |
|------------|---------|---------|
| b. (1 pt.) | (1 pt.) | (1pt.)  |
| c. (1 pt)  | (1 pt.) | (1 pt.) |

Adapted from: Lori Halverso

8. What can Mrs. Lemke do to help you prepare for your next speech? Please be specific.

|   |         |   |          |      |    | 45 |
|---|---------|---|----------|------|----|----|
| INTRODUCTION  |         |   |          |      |    |    |
| ➤Speaker has a good Attention Getter                          | Yes     |   | Some     | what |    | No |
| Introduction is fused with <u>energy and genuine interest</u> | Yes     |   | Some     |      | No |    |
| Speaker established good credibility                          | Yes     |   | Some     | what |    | No |
| Speaker clearly related the topic to the audience             | Yes     |   | Some     | what |    | No |
| Speaker had a clear and concise overall thesis                | Yes     |   | Somewhat |      |    | No |
| Speaker previewed the main points                             | Yes     |   | Somewhat |      |    | No |
| BODY  |         |   |          |      |    |    |
| Speaker verbally cited at least 5 sources (Chapter 8 p.161)   | Yes=5   | 4 | 3        | 2    | 1  | No |
| Speaker/speech was organized and easy to follow               | Yes     |   | Somewhat |      |    | No |
| Did the speaker walk us point-to-point in a smooth            |         |   |          |      |    |    |
| manner by using transitions?                                  | Yes Som |   | Some     | what |    | No |
| ➤If the speaker got lost/confused he/she got back on track    |         |   |          |      |    |    |

| and pushed through to the end calmly  | Yes                    | Somewhat                   | No               |
|---|------------------------|----------------------------|------------------|
| Speaker talked from a speaking outline for the body   | Yes                    | Somewhat                   | No               |
| Speaker made an <u>emotional connection with audience</u>   | Yes                    | Somewhat                   | No               |
| by using one of the following (See Chapter 17 page 348  |                        | Contextiat                 |                  |
| Used Emotional Language   | III toxty:             |                            |                  |
| Developed Vivid Example(s)  |                        |                            |                  |
| Spoke With Sincerity and Conviction   |                        |                            |                  |
| CONCLUSION  |                        |                            |                  |
| Speaker let the audience know that he/she was   | Yes                    | Somewhat                   | No               |
| starting the conclusion   |                        |                            |                  |
| ➤Speaker reviewed the main points   | Yes                    | Somewhat                   | No               |
| ➤Speaker provided memorable conclusion (Packed-A-Pur  | nch!) Yes              | Somewhat                   | No               |
| DELIVERY  |                        |                            |                  |
| Eye Contact (Check all that apply)  |                        |                            |                  |
| Your eye contact was excellent. You looked up often, for extend   |                        |                            |                  |
| Rely less on your speech and/or make better use of eye contact<br>You seldom looked up and/or when you looked up it was so quic       |                        |                            |                  |
| ➤Nonverbal/Gestures/Movements (Check all that app   |                        |                            | ·-               |
| You looked comfortable and there were no distracting gestures/r   | • ·                    |                            |                  |
| You seemed nervous and/or there were some distracting gesture   | es/movements.          |                            |                  |
| Nervous gestures/movements are affecting the message of your  |                        |                            |                  |
| ► Vocal Pitch/Quality/Expression/Tone (Check all that   |                        |                            |                  |
| Voice was pleasant, full of energy, & powerful which engaged the<br>Put more life/energy in your voice and/or use a more conversation |                        |                            |                  |
| You need to put a great deal more life/energy in your voice in ord  |                        |                            |                  |
| ➤Vocal Rate (Check all that apply)  |                        |                            |                  |
| Your rate was excellent and enhanced the power of your message  |                        |                            |                  |
| Your rate was a bit fast and/or choppy. Work on slowing down an<br>Went into read mode. It felt like you were in a race to the end. W |                        | -                          | than annranriata |
| ➤Vocal Volume (Check all that apply)  | vork on relaxing, slow | ng down, & adding pauses w | nen appropriate. |
| Your voice was loud enough to hear easily.  |                        |                            |                  |
| You were difficult to hear at times. Work on projecting more.   |                        |                            |                  |
| Most of the time it was difficult to hear you which greatly affected  |                        |                            |                  |
| Did the speaker use distracting terms/noises between sentence   |                        |                            | •                |
|   |                        | Somewhat                   | No               |
| <ul> <li>➤ Proper Dress Etiquette was worn</li> <li>➤ If audio/video was used, clips were 30 sec. or less</li> </ul>                  |                        | Somewhat                   | No<br>No         |
| ➤PPT was clear and easy to read   | Yes S                  | Somewhat                   | No               |
| >PPT had a minimum of 8 slides, more is fine  | Yes                    | Jonicwildt                 | No <b>46</b>     |
| DEMONSTRATION SPEECH Assignment/Re  |                        | Third Major Sr             |                  |
| DEMONOTIVATION OF LEON ASSIGNMENT   | equitements            |                            |                  |

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, 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. Consider the following:

- Select a topic that easily provides visual aids.
- Select a topic that will be relevant and interesting to the majority of your classmates.

- ➤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.
- ➤ Consider constraints such as lack of space or equipment. If the class needs to relocate to a different space such as the aquatic center, the auditorium, the field house, or outside, make sure you pre-plan and make prior arrangements with the teacher BEFORE (well in advance) the day you present.
- Remember, whatever you decide to demonstrate, it MUST comply with school policy. For example, you can't demonstrate how to use two different types of guns, because guns are not allowed in school. If you are not sure, check with the teacher.

#### Guidelines for Food Topics:

- Do not demonstrate how to make something that comes from a box. If it is not a unique, homemade recipe, don't do it.
- ➤You might need to take digital pictures and make a PowerPoint slideshow for your speech. Do not include any words in the PPT.
- ➤You MUST have a finished product. If this is too difficult or too costly, pick a different topic.

#### Speech Structure

The speech must have an introduction, body, and conclusion just like the Informative Speech. Please be sure you have the same components in the introduction and conclusion that you were supposed to have for the Informative Speech. Follow the example outline that was given to you in class.

#### What is required for this speech?

- Time: Your speech must last between 8:00—10 minutes. Points will be deducted for time over and under.
- ➤Wear Proper Dress Etiquette: Jeans, shorts, tank tops, low cut shirts, sweatshirts, hooded sweatshirts, and t-shirts are <u>NOT</u> proper dress etiquette.

#### Follow the 10 Golden Rules/Tips:

- 1. Choose a topic that can be reasonably covered in 8:00 10:00 minutes.
- 2. Use visual aids large enough for everyone in the audience to see.
- 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 his/her seat to get needed items.
- 4. Open all bottles and containers before beginning the speech. If you are making food, pre-measure all of your ingredients and have them in individual containers.
- 5. Clearly explain and demonstrate each and every step of the process.
- 6. Keep talking during the entire speech. For example, if you are mixing the dough for cookies, you need to be talking while you are mixing. A demonstration without verbal presentation will not be

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adequate. Discuss variations or offer extra hints/tips for success. Research and think of ideas/stories/jokes you can say to fill dead time during the demonstration.

- 7. Keep speaking and demonstrating no matter what happens. Do not apologize for problems. An apology draws attention to a mistake and/or problem.
- 8. Practice your speech live at least 3 times before presenting to the class.
- 9. Show a finished product or process at the end of the speech.
- 10. Be sure to clean up in a timely manner when you are done so the next person can present.

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)
- ► Visual aid(s) of some sort that will be used for your demonstration.
- ➤ OPTIONAL: 1 notecard w/75 words or less

(If you do the speech from memory, you do not need to hand in a notecard. If you use a note card, you **MUST** hand in the notecard at the end of the speech.)

#### 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 the material.
- 3. Make a list of steps. Think of alternatives.
- 4. Write your speech outline using the example that was passed out in class as a template.
- 5. Remember to have transitions, internal summaries/previews, and signposts when appropriate.
- 6. Optional: Prepare the note card from which you will speak.
- 7. Gather all necessary materials and visual aids. Think of what you will say when you are putting materials together—avoid awkward silence.
- 8. PRACTICE, PRACTICE, PRACTICE your speech live at least 3 times. Find an audience of family members or friends and/or rehearse in front of a mirror.
- 9. Time your speech and make sure you hit the required time frame of 8:00 10:00 minutes.

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## **DEMONSTRATION SPEECH Preparation Outline Template**

**To set the numbering/lettering in your outline:** Click on the following = Tab, Format, Bullets & Numbering, List Options, Pick the option you want

Speaker's Name: Topic: General Purpose: To Demonstrate Specific Purpose (Infinitive Phrase): Central Idea (Thesis Statement):

#### Speech Organization:

#### **INTRODUCTION:** (10 to 15 % of the speech):

- I. Attention Getter: (Look at the chapter 9 handout on speech introductions)
- II. Credibility Statement: (Explain why this topic is important to you. Explain why you know what you are talking about.)
- III. Relevancy Statement: (Explain why the audience needs to listen.)
- IV. Preview Statement: (Explain what you are going to demonstrate.)

[Transition:]

#### **BODY:** (70% to 80% of the speech):

(Use internal transitions whenever needed to move through the steps of your process.)

- I. List/show all of the items you will need. If you need to measure anything, have it all premeasured in containers/bags.
  - A. Step 1 of the process (be very specific)

1. Explanation

[Internal Transition to move to the next step.]

B. Step 2 of the process 1.Explanation

# Put as many steps as you need to complete your process

#### [Transition:]

#### **CONCLUSION:** (10% to 15% of the speech):

- I. Review steps of process
  - A. (If any) Give tips or suggestions that would be helpful.
  - B. Encourage others on how they could use this information.
  - C. Closing Statement: Pack-A-Punch

#### The following are part of your outline but <u>NOT PRESENTED</u> during the demonstration speech: <u>QUESTIONS:</u> (Think of two good questions people might ask you.)

- I. Question 1:
- II. Question 2:

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MATERIALS NEEDED: (Provide a detailed list of materials you will use.)

AUDIENCE ANALYSIS: Why should the audience be interested in this demonstration?

#### SOURCES:

(If needed) Works Cited (MLA) and References (APA) Page

# Depending on the process of your demonstration speech, <u>you may or</u> <u>may not</u> have the following:

- During your speech, you will need facts, statistics, jokes, stories, etc. to fill any dead time. For example, if you were making chocolate chip cookies, you would have dead time while you mix the cookies in a mixing bowl.
- Show a finished product at the end of your demonstration speech. For example, if you were mixing chocolate chip cookies, you would have chocolate chip cookies that you baked before doing your speech to share with the class.
- PowerPoint Slides (This is optional): For example, if you were making fruit pizza, you might show slides of different decorated fruit pizzas for different holidays to give your audience more ideas.
- Be prepared to answer questions from the audience after your speech. This part of your speech <u>DOES NOT COUNT</u> towards your time requirement.
- ► You may or may not have a Works Cited (MLA)/References (APA) page

## Example Demonstration Preparation Outline By: Madison Hanson and Zoe Moehring

**Topic:** Edible Cookie Dough

General Purpose: To Demonstrate

**Specific Purpose** (Infinitive Phrase): To demonstrate how to make edible cookie dough **Central Idea** (Thesis/Claim Statement): Making edible cookie dough is easy if you have the right ingredients, and follow the correct steps when mixing the dough.

Speech Organization: Chronological

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## **INTRODUCTION:**

**I** Attention Getter: Imagine you are in the kitchen with your Mom helping her make a fresh batch of sugar cookies. You watch as she carefully folds in the sugary sprinkles immediately making your mouth water. As she walks away to check the oven, you quickly reach for the mixing spoon that is covered in buttery, melty cookie dough. As you are about to take a bite, your mom turns around, and yells at you to stop.

**II. Relevancy Statement:** Just like your mom, we know that consuming raw cookie dough can cause a severe food poisoning known as salmonella. According to Mayo Clinic in Madison, each year over a million people are affected by salmonella. Of the million the million people that become sick from salmonella, 380 people die. This is the most frequent foodborne illness in the United States, and it is easy to prevent. An egg that is uncooked contains 2,300 different species of bacteria. Therefore, it would make sense to never consume a raw egg.

**III. Credibility Statement:** Hi, I'm Zoe Moehring, and I'm Madison Hanson. Together we run our own bakery named Suga Mama's. We decided to open up a bakery, because we wanted to be able to eat sweets whenever we wanted. Our bakery has been running for almost five years. Therefore, we have a lot of knowledge and experience with baking. Do you know why we sell cookies? We want to make a sweet first impression.

**IV. Preview Statement:** Today we are going to demonstrate how to make edible sugar cookie dough.

**[Transition:** First, we will review all of the ingredients and supplies that you will need; and then, we will demonstrate a detailed step by step instructions on how to make edible cookie dough.]

#### BODY:

- The supplies you need are: a stand mixer with a paddle attachment, a large bowl that usually comes with the mixer, a separate medium sized bowl, a whisk, a measuring cup of any size, a rubber spatula.
  - A. An ice cream scooper and ice cream container are optional but highly recommended for this fun treat.
  - B. Before you can begin, you must make sure that you have all of the ingredients that the recipe calls for.
  - C. In order to make this demonstration fast, we premeasured our ingredients
    - 1. Here we have: one cup of unsalted, softened butter, one half cup of granulated sugar, one and one half cups of all purpose flour, one fourth teaspoon of salt, one teaspoon of baking powder, one teaspoon of vanilla, one box of any type of ice cream cones, and one fourth cup of your favorite sprinkles.

- 2. After you have collected all of the ingredients and supplies, you are now ready to begin.
- D. The first step is to heat the flour.
  - 1. This may seem strange, but it is very important, because it makes the flour thicker and it will help to form the cookie dough.
  - 2. We already heated the flour prior to this demonstration for two minutes in a microwave.
  - 3. Our flour is warm and packy which is the perfect consistency.
  - 4. Although this may seem small and unimportant, make sure you do not skip this Simple step.

[Transition: For now, we will set the flour aside and begin our next step.]

- II. The next step that we need to do is cream the butter.
  - A. Take your one cup of unsalted butter and mix it on a medium high speed in the stand mixer for about one minute.
  - B. This is another seemingly unimportant step, but it is very important to do in order to be able to mix in the rest of the ingredients evenly.
  - C. By creaming the butter this way, we are adding little pockets of air.
    - 1. These pockets of air make the butter less dense and easier to mix with the other ingredients.
    - 2. So, you must make sure that your butter is softened.
    - 3. The easiest way to have soft butter is to let it sit out for a few days or at least overnight.
    - 4. You do not want to heat your butter in a microwave, because it will melt parts of it.
  - D. Next, you will slowly add the granulated sugar and the vanilla to the large mixing bowl.
    - 1. Make sure your stand mixer is set at a medium speed; you do not want all of the sugar to fly out.
    - 2. Continue mixing until the mixture becomes light in color and as fluffy as a cloud.
    - 3. This should not take any more than a minute.

# **[Transition:** While Maddy is mixing the wet ingredients, I am going to whisk together the dry ingredients in a separate bowl.]

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- III. By mixing the dry ingredients separately and whisking them a bit before adding them to the liquid, you are making sure that the baking powder and salt gets evenly distributed throughout the flour.
  - A. First, pour in the heated flour and whisk it a little bit in order to break it up.
  - B. Next, add the salt and baking powder; mix it around until it is fully combined.
    - 1. This can be a tricky step, because everything looks the same once it is poured together.
    - 2. My best advice to making sure that everything is fully mixed is to mix it more than you think.
    - 3. You can't over whisk flour, so it is okay to whisk for a longer time.

[Transition: Now that the wet ingredients are nice and fluffy, we can combine everything.]

- IV. First, put the mixer on a low speed and slowly add the dry ingredients into the wet ingredients.
  - A. Use a measuring cup in order to avoid making a mess.
    - 1. Notice how I am waiting to add the next cup until the previous ingredients are mixed completely.
    - 2. This helps to insure that the cookie dough will be mixed evenly.
    - 3. Also, you might need to stop part way through to clean the dough off of the edges to get it back into the mix.
    - 4. The flour likes to stick to the edge and clump up, so we need to make sure to scrape the sides of the bowl very well.

**[Transition:** While the batter is mixing, I am going to show you other ways that we have used edible cookie dough.]

V. My absolute favorite way to use this cookie dough is as the inside of an oreo.

- A. This is another super simple recipe, and it is super sweet treat.
- B. Some other creative uses for cookie dough are cookie dough peanut butter pie, cookie dough cheesecake, cookie dough truffle bars, and cookie dough popsicles.
  - 1. All of these fun treats are available at our bakery, and the recipes are available on our website.

[Transition: Finally, all of the ingredients are evenly mixed and we have produced edible cookie dough.]

- VI. We all know that a sugar cookie is full of colorful fun, so now it is time to add some color.
  - A. Take your one fourth cup of sprinkles and gradually pour them into the bowl with the cookie dough.
    - 1. Fold them in with the rubber spatula like this.
    - 2. By combining them with a folding a motion, you evenly disperse the sprinkles and also keep the dough from being over mixed and separating.
    - 3. Continue folding until all of the sprinkles are mixed.
  - B. Hey Maddy, did you know that I suffer from OCD?

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- 1. What is OCD?
- 2. Obsessive Cookie Disorder.

[Transition: Well, I guess it is good that our cookie is finally complete and almost ready to eat!]

VII. Finally, our edible cookie dough is fully prepared.

A. You can either choose to serve immediately, or for best results, refrigerate the edible cookie dough for an hour.

1. By refrigerating the cookie dough, it hardens making it easier to eat and easier to

form into shapes.

- 2. Also, from personal experience, I think the edible cookie dough tastes better when it is cold.
- 3. It is highly recommended to refrigerate for at least an hour.
- 4. Once the edible cookie dough is chilled, it is ready to be served.
- B. Today we brought in edible cookie dough that is already chilled.
  - 1. Using an ice cream scooper, scoop the edible cookie dough into small balls about two inches in diameter.
  - 2. Take the ball of edible cookie dough and place it on top of a sugar cone.
  - 3. Now you have a fun, mess free treat that can be enjoyed anywhere!

[Transition: To conclude, today we demonstrated a cute, portable treat that is super simple to make and eat.]

## CONCLUSION:

- I. First, you must make sure you have all of the ingredients and supplies that the recipe calls for.
  - A. Next, you must carefully follow the directions, not forgetting any steps.
  - B. Finally, you can fold in the sprinkles and chill the edible cookie dough for easy serving.
    - 1. This treat definitely tastes best on top of an ice cream cone.
    - 2. Our recipe is one hundred percent edible, and it will not increase your risk of suffering with Salmonella.
  - C. Next time you think about sneaking a piece of cookie dough from your mother's batch of cookies, remember that there is a simple solution to your cravings that can prevent seven days of stomach cramps, headaches, diarrhea, fever, and vomiting.
- II. By following our simple steps, you can stay in you best health and satisfy all of your sugary cravings.
  - A. Now it is time to enjoy our sweet treats!

## **QUESTIONS:**

- A. Can edible cookie dough be baked in the oven?
- B. Can this recipe make chocolate chip cookies?

### MATERIALS NEEDED: (This should just be a list.)

- A. One cup of unsalted softened butter
- B. One half cup of granulated sugar
- C. One and a half cups of all purpose flour
- D. One fourth teaspoon of salt
- E. One teaspoon of baking powder
- F. One teaspoon of vanilla
- G. One box of ice cream cones
- H. One fourth cup of rainbow sprinkles

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- I. A stand mixer with a paddle attachment
- J. One large bowl
- K. One medium size bowl
- L. A whisk
- M. Any size measuring cup
- N. A rubber spatula
- O. One ice cream scooper
- P. One ice cream container

#### AUDIENCE ANALYSIS: Why should the audience be interested in this demonstration?

Many people enjoy eating cookie dough, and anyone can easily get sick from consuming raw eggs. After watching our demonstration, anyone can make edible cookie dough at any time. More importantly, our recipe will prevent him/her from getting salmonella. Also, if someone does not like cookie dough, he/she could still make this easy recipe for a party. Because all of us are students who will be heading off to college soon, we all need to start learning easy recipes to satisfy our cravings.

## SOURCES:

#### Works Cited (MLA)

Mayo Clinic Staff. "Salmonella infection." Mayo Clinic. Mayo Foundation for Medical Education and

Research, 08 Apr. 2017. Web. 19, 2017.

#### References (APA)

M. (2017, Apr 08). Salmonella infection. Retrieved May 19, 2017, from http://www.mayoclinic.org/

diseases-conditions/salmonella/symptoms-causes/dxc-20314799

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## DEMONSTRATION SPEECH RUBRIC Name:

| <b>INTRODUCTION</b> —25 Points Possible (10% to 15% of the spectrum) (NOTE: You may read your entire introduction word-for-word from your preparation outling) | ,              | ave all of the specific parts.) |      |
|--|----------------|---------------------------------|------|
| Speaker has a good Attention Getter  | Yes=5          | Somewhat=3                      | No=0 |
| Speaker established good credibility   | Yes=5          | Somewhat=3                      | No=0 |
| Speaker clearly related the topic to the audience  | Yes=5          | Somewhat=3                      | No=0 |
| Speaker clearly stated what he/she is going to demonstrate   | Yes=5          | Somewhat=3                      | No=0 |
| Speaker clearly presented/explained all the items that are ne  | eded for the c | lemonstration                   |      |

Yes=5 Somewhat=3 No=0**BODY**—20 Points Possible (70% to 80% of the speech) (NOTE: Once you start the body of your speech, you should be presenting from a memory and/or a speaking outline. See pgs. 213 - 217 in the textbook. You should NOT be reading the body of your speech word-for-word to the class!) Somewhat=3 Speaker/speech was organized and easy to follow Yes=5 No=0 Did the speaker walk us point-to-point in a smooth manner by using transitions? Yes=5 Somewhat=3 No=0 ➤If the speaker got lost/confused he/she got back on track Somewhat=3 No=0 and pushed through to the end calmly Yes=5 Speaker talked from memory and/or a speaking outline Somewhat=3 No=0 for the body Yes=5 **DELIVERY**—40 Points Possible Yes=3 ➤Eye Contact Somewhat=2 No=1 3=You eye contact was excellent. You looked up often, for extended periods of time, and included all areas of the room. 2=You need to rely less on your speech and/or make better use of eye contact to enhance your message and stay connected with your audience. 1=You seldom looked up and/or when you looked up it was so quick that little connection was made with the audience. No=1 Nonverbal/Gestures/Movements Yes=3 Somewhat=2 3=You looked comfortable and there were no distracting gestures/movements. 2=You seemed nervous and/or there were some distracting gestures/movements. 1=Nervous gestures/movements are affecting the message of your speech. Yes=3 Somewhat=2 No=1 Vocal Pitch/Quality/Expression/Tone 3=Your voice was pleasant, full of energy, and powerful which helped engage the audience in your message; articulation and pronunciation were clear. 2=You need to put more life/energy in your voice and/or use a more conversational tone; continue to work on articulation and pronunciation. 1= You need to put a great deal more life/energy in your voice in order to maintain the audience's attention. No=1➤Vocal Rate Yes=3 Somewhat=2 3=Your rate was excellent and enhanced the power of your message. 2=Your rate was a bit fast and/or choppy. Work on slowing down and/or giving a smoother delivery. 1=You went into read mode. It felt like you were racing to get to the end. Work on relaxing, slowing down, and adding some pauses when appropriate. ➤Vocal Volume Yes=3 Somewhat=2 No=1 3=Your voice was loud enough to hear easily. 2=You were difficult to hear at times. Work on projecting more. 1=Most of the time it was difficult to hear you which greatly affected your message to the audience. Speaker provided commentary to fill when needed Yes=5 Somewhat=3 No=0 (ex: talking while mixing cookie dough) Somewhat=3 Yes=0 Did the speaker use distracting terms/noises between No=5sentences such as: Ahh, Ummm, Like, and, Oh, yah, etc. Yes=5 Somewhat=3 No=0Handled note cards/visual aids appropriately Yes=10 Proper Dress Etiquette was worn Somewhat=5 No=0 **CONCLUSION**—18 Points Possible (10% to 15% of the speech) (NOTE: When you start your conclusion, you may go back to reading word-for-word from your preparation outline to make sure you include all of your closing comments.) Speaker let the audience know that he/she was Yes=6 Somewhat=3 No=0starting the conclusion Yes=6 Somewhat=3 No=0 Speaker reviewed the main points/steps Speaker provided memorable conclusion (Packed-A-Punch!) Yes=6 Somewhat=3 No=0

#### PREPARATION OUTLINE—27 Points Possible

| ► Preparation outline is in correct format | Yes=3 | Somewhat=2 | No=0 |
|--|-------|------------|------|
|--|-------|------------|------|

(follow example handout) ► Hard copy is typed, Neat, and Appropriate Yes=3 Somewhat=2 No=0 The following were included in the preparation outline: ► Topic Yes=3 Somewhat=2 No=0 ► General Purpose: To Demonstrate Yes=3 Somewhat=2 No=0 Yes=3 Specific Purpose: (To Demonstrate to my audience about) Somewhat=2 No=0 Yes=3 ► Central Idea (Thesis Statement): Somewhat=2 No=0 Speech Organization: Yes=3 Somewhat=2 No=0 ► IV. Outline contained two good questions that the audience might ask you. Yes=3 Somewhat=2 No=0 ►V. Detailed list of materials was listed Yes=3 Somewhat=2 No=0 **AUDIENCE ANALYSIS**—5 Points Possible ► VI. Why should the audience be interested in this demonstration? Yes=5 Somewhat=3 No=0 **TIME LIMIT**—(8:00—10:00 Minutes) 20 Points Possible 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 Time Penalty: 2 points deducted for every 30 seconds over or under the time limit (You will be asked to sit down if you go more than 5 minutes over.) Α 155 - 146 145 - 140 TOTAL POINTS POSSIBLE: 155 POINTS A-139 - 135 B+ 134 - 129 TOTAL EARNED: B B-128 - 124 155 Additional Comments: 123 - 120 C+ С 119 - 114 113 - 109 C-D+ 108 - 104 D 103 - 98 D-97 - 93

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## Self-Assessment Worksheet: Demonstration Speech

(Chapters go with The Art of Public Speaking by Stephen E. Lucas  $12^{\mbox{th}}$  ed.)

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**Directions:** After you give your speech, watch your video one time without stopping it. Then, watch it a second time. Answer the following questions rewinding, stopping, and playing, etc. as you go. Answer the questions honestly. Remember to use specific examples to support your responses. **If you worked with a partner, you should each** 

# complete your own self-assessment based on the portion of the speech you delivered.

1. How did you practice for this speech (honestly)? How did your preparation differ from the *Informative Speech*? What went well in your preparation? What will you do differently for your next speech? Answer fully below:

2. How have your emotional, physical and mental reactions to giving your speech changed/evolved since class started?

3. Comment on your gestures and movement: Were they effective? Why or why not? If not, how do you plan to improve your gestures and movements for your next speech? (**Tip:** *To catch unnecessary nonverbals, watch your video without the sound. You'll pick up on more!*)

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4. **WATCH YOUR SPEECH CAREFULLY.** Now describe <u>your three greatest strengths</u> concerning the **CONTENT** of your speech (content is "*what*" you said, delivery is "*how*" you said it.) For EACH strength, include a specific example from your speech to illustrate your response (yes, quote yourself). Explain why this is a strength. Include a citation from the text to support your explanation. **Look to chapters 9, 10, and 12 to complete this section.** 

| ContentList a specific example from yourStrengthsspeech to illustrate yourresponse. | Explain why this is a strength.<br>Support your response by including<br>a quote/paraphrase the the page<br>number from the text. |
|---|---|
|---|---|

| Example:<br>use of<br>transitions | An example of this was when I moved<br>from my first main point to my second<br>main point. I said, "Now that I have told<br>you how this book represents my hard<br>exterior, let's open it up and see how it<br>can also represent the softer side of me." | This was a strength, because I was clear<br>and creative in my movement between<br>ideas. As described on page 179 in the<br>text, transitions should be smooth and help<br>the speaker move from one point to<br>another. |
|-----------------------------------|--|--|
| a. (1 pt.)                        | (1 pt.)  | (2 pts.)   |
| b. (1 pt.)                        | (1 pt.)  | (2 pts.)   |
| c. (1 pt.)                        | (1 pt.)  | (2 pts.)   |

**5. WATCH YOUR SPEECH AGAIN CAREFULLY.** Describe your three greatest strengths concerning the **DELIVERY** of your speech (delivery is "*how*" you said it). For EACH strength, include a specific example from your speech to illustrate your response (yes, quote yourself and describe the delivery of that quote). Explain why this a strength. Include a citation from the text to support your explanation. **Look to chapter 13 in the text to complete this section.** 

| Delivery<br>Strengths | A specific example from your speech to illustrate your response | Explain why this is a strength and support your response by including a quote from the text |
|-----------------------|---|---|
| Example:              | In the body of my speech when I was                             | I think that this is a strength, because if you   |

| eye contact | covering my second point on why this<br>occurs, I said, "This could happen to<br>each of us" and began to look directly<br>at the audience members. I also<br>looked to each side very slowly. | can look someone in the eye, you generally<br>appear sincere. In the text (page 250), it<br>stresses you should not read your speech.<br>With my eye contact, I was able to avoid<br>that! |
|-------------|--|--|
| a. (1 pt.)  | (1 pt.)  | (2 pts.)   |
| b. (1 pt.)  | (1 pt.)  | (2 pts.)   |
| c. (1 pt.)  | (1 pt.)  | (2 pts.)   |

6. What will you want to improve upon concerning your content? List three areas you will focus on for the next speech. For each area to improve, give a specific example from your speech to illustrate your response. Then describe how you will work to improve this area.

| Area To<br>Improve<br>Upon          | Example <u>why</u> you need to improve   | Your plan to improve this:  |
|-------------------------------------|--|---|
| <b>Example:</b><br>Hand<br>gestures | I used too many hand gestures. For<br>example, when I was describing the<br>first reason the ball represents me, I | I plan to watch myself in a mirror and actually practice my gestures next time. I will write out on my note cards when I should use the |

|            | looked like I was flying. I raised my hands 10 times in just 43 seconds. | gestures. |
|------------|--|-----------|
| a. (1 pt.) | (1 pt.)  | (1 pt.)   |
| b. (1 pt.) | (1 pt.)  | (1 pt.)   |
| c. (1 pt.) | (1 pt.)  | (1 pt.)   |

Adapted from: Lori Halverson-Wente

7. What can Mrs. Lemke do to help you prepare for your next speech? Please be specific.

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## SPECIAL OCCASION SPEECH Assignment/Requirements: Speech FINAL Time Limit: 3:30 - 5:00 Minutes

**Directions:** Special occasions are the punctuation marks of day-to-day life, the high points that stand out above ordinary routine. Christenings, weddings, funerals, dedications, graduations, award ceremonies, inaugurals, retirement dinners--all these are occasions, and they are very special to the people who take part in them. Nearly always they are occasions for speechmaking. A close friend proposes a toast to the bride and groom; the sales manager presents an award to the sales representative of the year; a family member delivers a moving eulogy to the deceased. These

speeches help give the occasions their "specialness." They are part of the ceremonial aura that marks the event. Pick one of the following speech choices and prepare a 3:30 - 5:00 minute speech.

Speech of Introduction (p.360) = A speech that *introduces the main speaker* to the audience.

**Speech of Presentation (p.362)** = A speech that <u>presents</u> someone a gift, an award, or some other form of public recognition.

- **Speech of Acceptance (p.364)** = A speech that gives <u>*thanks*</u> for a gift, an award, or some other form of public recognition.
- **Commemorative Speech (p.364)** = A speech that <u>pays tribute</u> to a person, a group of people, an institution, or an idea. Commemorative speeches are speeches of praise or celebration. Examples: eulogies, Fourth of July speeches, dedications, etc.

## **REQUIREMENT CHECKLIST**

On your assigned speech day, you must hand in all of the following requirements <u>BEFORE</u> you present your speech:

- \_\_\_\_One copy of your error free, double spaced, typed special occasion speech = See the example for correct format
- \_\_\_\_One copy of your typed analysis = See the example for correct format
- Your speech must have a minimum of **10 examples of figurative language** from Chapter 12. The examples must be **Bolded**/Highighted and labeled in the error free, double spaced, typed hard copy. See the example for correct format
  - Imagery = the use of vivid language to create mental images of objects, actions, or ideas.
  - Simile = An explicit comparison, introduced with the word "like" or "as" between things that are essentially different yet have something in common.
  - Metaphor = An implicit comparison, not introduced with the word "like" or "as" between two things that are essentially different yet have something in common.
  - **Rhythm =** The pattern of sound in a speech created by the choice and arrangement of words.
  - Parallelism = The similar arrangement of a pair of series of related words, phrases, or sentences.
  - Repetition = Reiteration of the same word or set of words at the beginning or end of successive clauses or sentences.
  - Alliteration = Repetition of the initial consonant sound of close or adjoining words.
  - Antithesis = The juxtaposition of contrasting ideas, usually in parallel structure.
  - Hyperbole = An exaggeration, or overstatement.

**Personification** = a literary device in which the author speaks of or describes an animal, object, or idea s if it were a person. **Cliché** = A trite or overused expression.

**Note:** You may also use a **Direct Quote** from a well known person even though a direct quote is NOT figurative language. (For example Shakespeare)

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**Visual Requirement:** Once you have decided on what type of speech you will be presenting, you will also need some sort of visual. For example, you might wear a graduation hat while you give a graduation speech. Or, you might hold up the music award you just received while you give your acceptance speech. You might have several pictures on a PPT while you deliver a speech about your grandmother at her funeral. See Mrs. Lemke for other ideas.

## Wear Proper Dress Etiquette: Jeans, shorts, tank tops, low cut shirts, sweatshirts, hooded sweatshirts, and t-shirts are NOT proper dress etiquette. It should be OBVIOUS that

you are dressed appropriately. If you are unsure, ask the teacher before your speech day. **Optional, not a requirement:** If you decide to use audio/video, you may only have one audio/video display <u>AND</u> it must be 30 seconds or less.

#### **Reminders:**

- Make sure you wear proper dress clothing. You are addressing your audience and what you are wearing matters!
- ► Remember to structure your speech accordingly:
  - 😄Be brief
  - CAD A sour remarks to the occasion
  - CADAT STATES AND A STATES AND A
  - Cepending on your type of speech, try to create one of the following: a sense of anticipation, excitement, drama, sincerity, appreciation, remembrance etc.
- ➤When you present you may read your entire speech word-for-word to the audience. **HINT:** It's a good idea to
  - read from a speech that is typed, Ariel font, double spaced, and at least 24 pt. Font. This allows the speaker to read the speech easily without losing his/her spot to enable good eye contact with the audience.
- ➤Don't forget to clearly present your visual.

## Example Special Occasion Speech By: Catie Kollath

Type: Commemorative Speech (Graduation)

## **INTRODUCTION (Paragraphs 1 & 2)**

**1=**Now is the time for us to say our goodbyes to these hallways, and farewell to our teachers. All of us are soon to be graduates of Seymour High School.

2=<u>You and I alike (**Repetition**</u>) have traveled these high school hallways for the last four years. Our initial fears such as <u>getting shoved in the trash can (**Imagery**</u>), and getting lost are not longer scary to us. At this point we, the Senior class of 2015, rule the school. We are no longer scared of the big kids because we are the big kids!

#### **BODY (Paragraphs 3 through 7)**

3=<u>You and I alike</u> have walked wide eyed (Cliche) into biology knowing the horrendous rumors (Hyperbole) about the fetal pig dissection. You and I alike have taken the dreadful five hour ACT test and waited one full month for the results to come in. You and I alike have ventured into deeper knowledge about our favorite topics such as music, art, automobiles, chemistry, and business. You and I alike remember when a few creative kids hacked into the school network, and the whole school didn't have internet for two days. You and I alike remember both times when the hypnotist came to our school for homecoming. We were able to laugh (Repetition) at Mr. Timm as he introduced the crowd to Olie the balloon. We were able to laugh as the hypnotized group danced with no fear to YMCA (Imagery). We were able to laugh at Mrs. Druckrey as she fell in love with the hypnotist. You and I alike have experienced the wrath of Mr. Reuter's chemistry classes (Hyperbole) and hated that we needed a pass to walk in the hallway.

**4**=I would be willing to bet money that everyone in this room has been asked the iconic question by Mr. Rohr, "Can I help You?" or "What are you up to?" Don't forget all those times when he said, "Let's rock on to the next page." We will never forget the adventures we have had here, because they have shaped us into the people that we are today.

**5=**Vince Lombardi once stated, "The measure of who we are is what we do with what we have." All of us have learned something from our time here. Next, it is just a matter of how we apply what we have learned to the real world.

**6**=Although <u>you and I (**Repetition**</u>) have been able to share this experience with one another, <u>you and I</u> are different because we are all going different directions. Some of us will venture to Michigan or Minnesota. Others will travel <u>as far west as</u> <u>California or as far east a New York. (**Parallelism**</u>) Many will stay in Wisconsin and venture to college in the pursuit of a degree. Some of us will join the workforce and begin working everyday at a company or on a farm. A select few will go into the military to serve our nation <u>day in and day out. (Antithesis</u>) The reality is that the second we walk across that stage, <u>you and I</u> are no longer going to be quite as alike.

**7=**Now that we have found who we are, it is time for us to live. My wish for you is that you really live. **hope you (Repetition)** find a passion and pursue it. **hope you** dream big and achieve it. Mostly, **hope you** don't stop believing in the values you know so well. Don't forget to remember the names of those around you. Don't forget how to smile on the daily. Think positive thoughts, read your favorite books, and enjoy a bonfire once in awhile. The list goes on and on. You know how to live right now. You know what it means to have passions right now. **hope you** never lose sight of who you are in this moment. You are rearing to live.

#### **CONCLUSION** (Paragraphs 8 & 9)

8=Class of 2015, it is time for us (**Repetition**) to adventure. It is time for us to explore. It is time for us to experience completely new things and to have NEW fears once again. It is time for us to move and change the world one person at a time. I once heard it said, "Experience is what you get when you don't get what you want." Live for the experience my friends, not for the outcome. 65

**9**=<u>You and I alike (**Repetition**</u>) need to go out and try new things. <u>You and I</u> <u>alike</u> need to be the best people that we can possibly be. <u>You and I alike</u> need to remember where we come from so that we can grow from it. Finally, <u>you and I alike</u> are ready to adventure and out into the world and face new challenges. So, what do you say class of 2015? How about we make a difference. For you and I alike...ANYTHING IS POSSIBLE!

## Example Special Occasion SPEECH ANALYSIS

#### Introduction (Paragraphs 1 & 2)

- 1. >Introduces Central Idea = All of us are soon to be graduates of Seymour High School.
- 2. ➤Paragraph Topic = explains what it means to be a senior in high school
   ➤Uses Repetition = (You and I alike)

>Uses Imagery (getting shoved in the trash can)

#### Body (Paragraphs 3 through 7)

- 3. >Paragraph Topic = Explains how the class and I (Catie) are similar
  - ≻Uses Cliche (wide eyed)
  - Repetition Phrase Continued (You and I alike)
  - > Uses Hyperbole (horrendous rumors)
  - >Uses Repetition (We were able to laugh)
  - >Uses Imagery (the hypnotized group danced with no fear to YMCA)
  - ➤ Uses Hyperbole (wrath of Mr. Reuter's chemistry classes)
  - ►Uses hyperbole
- 4. >Paragraph Topic = Memories from Mr. Rohr's class
- 5. > Paragraph Topic = Lombardi quote
- 6. >Paragraph Topic = Explains how all of us are different/unique
  - ≻Uses Repetition (you and I)
  - > Uses Parallelism (as far west as California or as far east a New York.)
  - >Uses Antithesis (day in and day out.)
- 7. >Paragraph Topic = Explains where we will go after graduation
  - ►Uses Repetition (I hope you)

#### Conclusion (Paragraphs 8 & 9)

- 8. >Paragraph Topic = Explains how we can all move into the future and live well/be happy
  - ► Uses Repetition (it is time for us)

Paragraph topic = Closing message that anything is possible
 ➤Uses opening phrase (REPETITION) from intro to bring the speech full circle (You and I alike)
 ➤Last sentence Packs-A-Punch = For you and I alike...ANYTHING IS POSSIBLE!

#### SPECIAL OCCASION SPEECH RUBRIC

Name\_\_\_\_\_

| HARD COPY REQUIREMENTS 55 Points Possible            | le         |            |      |
|--|------------|------------|------|
| Hard copy speech was clearly labeled                 | Yes=5      |            | No=0 |
| (Type: Introduction, Presentation, Acceptance, Comme | emorative) |            |      |
| Hard copy is typed, neat, and appropriate            | Yes=5      | Somewhat=3 | No=0 |
| ➤Hard copy was double spaced                         | Yes=5      |            | No=0 |
|  |            |            |      |

► Hard copy has 5 or less errors in regards to grammar,

| spelling, punctuation, and mechanics   | Yes=10           |    |   |    |             |     |      | No=0 |   |   |     |
|--|------------------|----|---|----|-------------|-----|------|------|---|---|-----|
| <ul> <li>10 examples of Figurative Language were used correctly</li> <li>0</li> </ul>  |                  | 10 | 9 | 8  | 7           | 6   | 5    | 4    | 3 | 2 | 1   |
| Figurative Language was <b>bolded</b> /highlighted in analysis<br>0  |                  | 10 | 9 | 8  | 7           | 6   | 5    | 4    | 3 | 2 | 1   |
| <ul> <li>Figurative Language was labeled correctly in analysis</li> <li>0</li> </ul>   |                  | 10 | 9 | 8  | 7           | 6   | 5    | 4    | 3 | 2 | 1   |
| <b>INTRODUCTION</b> 10 Points Possible   | Voo <b>-</b> F   |    |   | Sa | <b>m</b> 01 | wb  | -+-' | 2    |   | N | o=0 |
| <ul> <li>Speaker gained the attention of the audience</li> <li>Depending on the type of speech, the speech started<br/>to create one of the following: anticipation, excitement,<br/>drama, sincerity, appreciation, and/or remembrance</li> </ul> | Yes=5 Somewhat=3 |    |   |    | No=0        |     |      |      |   |   |     |
| No=0   | Yes=5 Somewhat=  |    |   |    | ai-         | 0   |      |      |   |   |     |
| BODY 15 Points Possible  |                  |    |   |    |             |     |      |      |   |   |     |
| Each paragraph was focused around a main topic   | Yes=5            |    |   | So |             |     |      |      |   |   | o-0 |
| > Speaker/speech was organized and easy to follow  | Yes=5            |    |   | So | -           |     |      | -    |   |   |     |
| Transitions were used to lead the audience through<br>the speech in a smooth manner  | Yes=5 Somewhat=3 |    |   |    |             | N   | o=0  |      |   |   |     |
| CONCLUSION 10 Points Possible  |                  |    |   |    |             |     |      |      |   |   |     |
| Speaker let the audience know that he/she was<br>starting the conclusion   | Yes=5            |    |   |    |             |     |      |      |   | N | o=0 |
| ➤ Speaker provided memorable conclusion  | Yes=5            |    |   | So | me          | wha | at=: | 3    |   | Ν | o=0 |

#### **DELIVERY** -- 50 Points Possible

68

Somewhat=2

No=1

#### ➤Eye Contact

3=You eye contact was excellent. You looked up often, for extended periods of time, and included all areas of the room. 2=You need to rely less on your speech and/or make better use of eye contact to enhance your message and stay connected with your audience. 1=You seldom looked up and/or when you looked up it was so quick that little connection was made with the audience.

Yes=3

| Nonverbal/Gestures/Movements  | Yes=3                 | Somewhat=2                        | No=1           |
|---|-----------------------|-----------------------------------|----------------|
| 3=You looked comfortable and there were no distracting gestures/movements.<br>2=You seemed nervous and/or there were some distracting gestures/movements.   |                       |                                   |                |
| 1=Nervous gestures/movements are affecting the message of your speech.  |                       |                                   |                |
| Handling appropriateness of speech papers   | Yes=2                 | Somewhat=1                        | No=0           |
| ➤ Did the speaker use distracting terms/noises between  | No=3                  | Somewhat=2                        | Yes=1          |
| sentences such as: Ahh, Ummm, Like, and, Oh, yah, etc   | <b>)</b> .            |                                   |                |
| <ul> <li>Visual aid was clearly presented</li> </ul>  | Yes=10                | Somewhat=5                        | No=0           |
| ➤If one audio/video was used it was 30 sec. or less   | Yes=10                |                                   | No=0           |
| Proper Dress Etiquette was worn   | Yes=10                | Somewhat=5                        | No=0           |
| Vocal Pitch/Quality/Expression/Tone   | Yes=3                 | Somewhat=2                        | No=1           |
| 3=Your voice was pleasant, full of energy, and powerful which helped engage the audie<br>2=You need to put more life/energy in your voice and/or use a more conversational ton<br>1= You need to put a great deal more life/energy in your voice in order to maintain the a | e; continue to work c | on articulation and pronunciation |                |
| ►Vocal Rate   | Yes=3                 | Somewhat=2                        | No=1           |
| 3=Your rate was excellent and enhanced the power of your message.<br>2=Your rate was a bit fast and/or choppy Work on slowing down and/or giving a smoo   | ther delivery.        |                                   |                |
| 1=You went into read mode. It felt like you were racing to get to the end. Work on relax  | king, slowing down, a | and adding some pauses wher       | n appropriate. |
| ►Vocal Volume   | Yes=3                 | Somewhat=2                        | No=1           |
| 3=Your voice was loud enough to hear easily.  |                       |                                   |                |
| 2=You were difficult to hear at times. Work on projecting more.   |                       |                                   |                |
| 1=Most of the time it was difficult to hear you which greatly affected your message to the  | e audience.           |                                   |                |
|   |                       |                                   |                |

#### TIME LIMIT -- 20 Points Possible

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Time Penalty: 2 points deducted for every 30 seconds over or under the time limit

#### Time span allowed 3:30 - 5:00 minutes

#### ►TOTAL POINTS POSSIBLE: 160 POINTS

Total Earned:

160

Additional Comments:

#### A 160 - 151 150 - 144 A-143 - 140 B+ В 139 - 133 B-132 - 128 C+ 127 - 124 С 123 - 117 C-116 - 112 D+ 111 - 108 D 107 - 101 D-100 - 96 F 95 - 0

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## Self-Assessment Worksheet: Special Occasion Speech

Name\_\_\_\_\_

Directions: After you give your speech, watch your video one time without stopping it. Then, watch it a second time. Answer the following questions in the assessment form by rewinding, stopping, and playing, etc. the video as you watch. Answer the questions honestly. Remember to use specific examples/details to support your responses.

#### INTRODUCTION

1. Speaker gained the attention of the audience Yes Somewhat No 2. Depending on the type of speech, the speech started to create one of the following: anticipation, excitement, drama, sincerity, appreciation, and/or remembrance Yes Somewhat No

#### 3. Explain/justify your reasoning.

- 4. Explain one strength about your introduction. Be specific.
- 5. Explain something you could change and/or improve on in your introduction. Be specific.

#### BODY

| 6. Each paragraph was focused around a main topic     | Yes | Somewhat | No |
|---|-----|----------|----|
| 7. Speaker/speech was organized and easy to follow    | Yes | Somewhat | No |
| 8. Transitions were used to lead the audience through | Yes | Somewhat | No |
| the speech in a smooth manner                         |     |          |    |

- 9. Explain/justify your reasoning.
- 10. Explain one strength about the body of your speech. Be specific.
- 11. Explain something you could change and/or improve on in the body of your speech. Be specific.

|   |     |          | 70 |
|---|-----|----------|----|
| CONCLUSION  |     |          |    |
| 12. Speaker let the audience know that he/she was | Yes | Somewhat | No |
| starting the conclusion                           |     |          |    |

#### 13. Speaker provided memorable conclusion

14. Explain/justify your reasoning.

15. Explain one strength about your conclusion. Be specific.

16. Explain something you could change and/or improve on in your conclusion. Be specific.

#### DELIVERY

| 17. Eye Contact  | Yes=3               | Somewhat=2                      | No=1 |  |  |
|--|---------------------|---------------------------------|------|--|--|
| 3=You eye contact was excellent. You looked up often, for extended periods of time, and included all areas of the room.  |                     |                                 |      |  |  |
| 2=You need to rely less on your speech and/or make better use of eye contact to enhance your message and stay connected with your audience.<br>1=You seldom looked up and/or when you looked up it was so quick that little connection was made with the audience. |                     |                                 |      |  |  |
| 18. Nonverbal/Gestures/Movements   | Yes=3               | Somewhat=2                      | No=1 |  |  |
| 3=You looked comfortable and there were no distracting gestures/movements.   |                     |                                 |      |  |  |
| 2=You seemed nervous and/or there were some distracting gestures/movements.<br>1=Nervous gestures/movements are affecting the message of your speech.  |                     |                                 |      |  |  |
| 19. Handling appropriateness of speech papers  | Yes                 | Somewhat                        | No   |  |  |
| 20. Did the speaker use distracting terms/noises between   | No                  | Somewhat                        | Yes  |  |  |
| sentences such as: Ahh, Ummm, Like, and, Oh, yah, etc.   |                     |                                 |      |  |  |
| 21. Visual aid was clearly presented   | Yes                 | Somewhat                        | No   |  |  |
| 22. If one audio/video was used it was 30 sec. or less   | Yes                 |                                 | No   |  |  |
| 23. Proper Dress Etiquette was worn  | Yes                 | Somewhat                        | No   |  |  |
| 24. Vocal Pitch/Quality/Expression/Tone  | Yes                 | Somewhat                        | No   |  |  |
| 3=Your voice was pleasant, full of energy, and powerful which helped engage the audience in in your message; articulation and pronunciation were   |                     |                                 |      |  |  |
| clear.<br>2=You need to put more life/energy in your voice and/or use a more conversational tone:  | continue to work of | n articulation and pronunciatio | n    |  |  |
| 2=You need to put more life/energy in your voice and/or use a more conversational tone; continue to work on articulation and pronunciation.<br>1= You need to put a great deal more life/energy in your voice in order to maintain the audience's attention.       |                     |                                 |      |  |  |
| 25. Vocal Rate   | Yes=3               | Somewhat=2                      | No=1 |  |  |
| 3=Your rate was excellent and enhanced the power of your message.  |                     |                                 |      |  |  |

2=Your rate was a bit fast. Work on slowing down and adding some pauses when appropriate.

1=You went into read mode. It felt like you were in a race to get to the end. Work on relaxing, slowing down, and adding some pauses when appropriate.

#### 26. Vocal Volume

3=Your voice was loud enough to hear easily.

2=You were difficult to hear at times. Work on projecting more.

1=Most of the time it was difficult to hear you which greatly affected your message to the audience.

#### 27. TIME LIMIT -- 20 Points Possible (Time span allowed 3:30 - 5:00 minutes)

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Yes=3

Somewhat=2

(Time Penalty: 2 points deducted for every 30 seconds over or under the time limit)

28. <u>Explain in detail</u> how your emotional, physical, and mental reactions to giving a speech have changed/evolved since the beginning of the class?

No=1

Somewhat

Yes

No