COMM 133—FUNDAMENTALS OF PUBLIC ADDRESS
Fall 2014

INSTRUCTOR: Teresa Mikulski
PHONE: 920-833-2306 ext. 446
ROOM: 446
PREP HOUR: 3rd Hour (9:42 – 10:30)
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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
2. Perform public extemporaneous presentations with various objectives
   (Make-up times are only assigned to students with documented emergencies.)
3. Demonstrate effective listening skills
4. Self-critiques of speeches
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.


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 your notes on the quizzes, but NOT the final exam. During the week there may be activities to do along the way.

ATTENDANCE: Being in class is important. If you miss a quiz, take it on your own time 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), serious illness or 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 technological devices (cell phone, MP3 player, iPad, iPod, laptop computer, kindle, etc.) are NOT allowed in class 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 as long as we’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: Fees for UWGB credit: $393.69 plus $5.00 student ID (unless you have UWGB Chemistry). This fee goes up each year.

ADDITIONAL MATERIALS TO PURCHASE: You need to purchase a flash drive.

UWGB GRADE SCALE:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100 - 93%</td>
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<tr>
<td>A/B</td>
<td>92.5 - 88%</td>
</tr>
<tr>
<td>B</td>
<td>87.5 - 83%</td>
</tr>
<tr>
<td>B/C</td>
<td>82.5 - 78%</td>
</tr>
<tr>
<td>C</td>
<td>77.5 - 70%</td>
</tr>
<tr>
<td>D</td>
<td>69.5 - 60%</td>
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<tr>
<td>F</td>
<td>59% and below</td>
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</tbody>
</table>

QUESTIONS OUTSIDE OF CLASS: Email me at: tmikulski@seymour.k12.wi.us

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 end of the month has extra days to account for the events I haven’t added. The schedule is subject to change at the Instructor’s discretion. All changes will be communicated in class.
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. 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 know what these terms mean.

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. Most speech classes meet in small sections in which there is ample opportunity for discussion and sharing ideas. You owe it to yourself to take advantage of this opportunity.

5. Ask Questions. If you have no questions about the textbook, your speeches, or the class in general, you probably aren’t putting much thought into the course. 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 in a composition class. 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 and organizing it so your ideas 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 effort. The more time you spend working on your speeches, the better they will be. Many B speeches could become As with a little more work.

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 your speeches as soon as they are 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 to 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.

Intrapersonal 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?

INSTRUCTIONS
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?
6. Write a second paragraph describing what you wish you could be.
7. How would you change yourself?
8. What abilities would you develop?
9. Compare what you are and what you would like to be.
10. What things can you do to bring the “wish” description closer to the “now” version?
11. This can be a private assignment or one that is shared with the class.

Taken from: The Complete Book of SPEECH COMMUNICATION by Carol Marrs
ASSIGNMENT: IT’S GREAT To Be Me! Speech

You will earn you 16 points if you properly address the following:

1. Make sure it’s 2-3 minutes long of polished material.
2. You give at least 3 solid reasons of why you’re a great person. Since you have to speak for 2-3 minutes, you’ll 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 16 points.

<table>
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<th>Grading Rubric: It’s Great To Be Me! Speech</th>
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<tbody>
<tr>
<td>Name:</td>
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<tr>
<td>3 Solid Separate Reasons: Yes=2 Somewhat=1 No=0</td>
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<tr>
<td>Eye Contact:</td>
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<td>Yes=2 Somewhat=1 No=0</td>
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<td>Polished Verbal Effort:</td>
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<td>Yes=2 Somewhat=1 No=0</td>
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<td>Speech Volume/Rate/Speed:</td>
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<td>Yes=2 Somewhat=1 No=0</td>
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<td>Proper Clothing:</td>
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<td>Yes=2 Somewhat=1 No=0</td>
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<tr>
<td>2:00 – 3:00 Minutes:</td>
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<tr>
<td>Yes=6 5 4 3 2 1</td>
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<td>(1pt off for each 15 seconds under/over)</td>
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<td>Total Score:</td>
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Additional Comments:
**ASSIGNMENT:** Truth or Fiction Speech

**Score:** The speech is worth 16 points.

**Time:** 2-3 minutes

**Purpose:** Students must tell a story. When the student has finished, the audience has to decide whether he/she is telling the truth or lying. The story must be one that other students do not know. Speeches lose significant points if the instructor can tell if everyone else knows the story. As a class, we will discuss why we believed some stories and didn’t believe others.

**Grading Rubric: Truth or Fiction Speech**

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes=2</th>
<th>Somewhat=1</th>
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<td>Eye Contact:</td>
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<td>Story made sense and was easy to follow:</td>
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<td>Polished Verbal Effort:</td>
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**Total Score:**

**Additional Comments:**
REFLECTION EXERCISE: Truth or Fiction

Listener/Analyzer: __________________________________________

Due: After the last speech is given

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

1. When did you know the speaker was lying? What SPECIFICALLY gave them away? Write each student in the chart below and fill the chart out as each student delivers his/her speech.

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<thead>
<tr>
<th>Name</th>
<th>Truth or Fiction: Why?</th>
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<th>Truth or Fiction: Why?</th>
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2. What **PHYSICAL** mannerisms do people do when they’re being sneaky? List two.
   ►
   ►

3. What **VERBAL** mannerisms do people do when they’re being sneaky? List two.
   ►
   ►

4. At times you will have to give speeches/talks on issues that are not important to you or perhaps speeches/talks you don’t necessarily agree with (debate). What do you have to remember in these situations about your delivery?
UNIVERSITY of WISCONSIN-GREEN BAY

Infomercial Group Project

“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 must rehearse and make sure you are within the time limit. You may present live on stage or tape the infomercial. If you tape the infomercial, someone who is not in the group must tape you—everyone must have a role in the infomercial.

Write a script for and present your infomercial. The script must be typed and handed in at the end of the presentation.

You must include at least 3 of the following uses of language in your script:
For help, open your text to chapter 11 (pgs.283 – 287) 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
GOAL: SELL YOUR PRODUCT TO THE CLASS!!!!!

An A presentation will demonstrate the following:
Good use of class/preparation time
Appropriate drama and enthusiasm on stage
Meet time requirement (4-5 min.)
Props and costuming
A polished presentation
Memorization (or near memorization)
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 spokes person w/cheesy smile to sell the product

NOTE: Have fun and be creative with this project.
ON SPEECH DAY (for the MAJOR speeches)

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 or death of a family member, and class field trips. All of these have to be documented.

PROPER CLOTHING ON SPEECH DAYS: Proper dress clothes are required when you deliver your speech. Jeans, shorts, tank tops, low cut shirts, and t-shirts are NOT proper dress etiquette. If you are unsure, ask the teacher before your speech day.

PROPER ETIQUETTE: Be respectful. Working on other work, listening to an MP3 player in one ear, reading, or talking while others are speaking is rude and unacceptable behavior. 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. Disruptions will not be tolerated.

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.

MULTI-MEDIA: Cueing a DVD, finding files, etc., counts towards your speaking time. It is fine to have files in your account here at school, but make them easy to find. If you have pictures or a PPT you wish to use during a speech, they must be saved to your school account. Ms Mikulski will not plug ANYONE’S flash drive into her school computer. Please be sure your visual aid does not dominate your speech!
What does an “A” speech look like?

The “A” speech presents an original topic or idea. The analysis of that topic reflects a superior understanding of the subject and its development. The delivery of an “A” speech is nearly flawless in every aspect; it is apparent that the speaker is familiar with and passionate about the speech. In essence, the “A” speech should truly amaze the audience.

If you are nervous, that’s good; “It is perfectly normal—even desirable—to be nervous at the start of a speech” (Lucas 10). Refer to pages 10 – 12 in the text. I will help you whenever I can. If you want me to preview parts of your speech, I will – but it has to be early on. I will not preview anything THE DAY OF your speech. Any changes I suggest would only create more apprehension. My job is to point you in the right direction and give you reassurance or redirection.

Some Sample Outlines Will Be Passed Out During Class
INFORMATIVE SPEECH: First Major Assignment

Time: 4 – 6 Minutes

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

WRITTEN REQUIREMENTS:
On your assigned speech day, you must hand in a Formal Preparation Outline (See p.260-262 in the text and the example in the syllabus) right before your speech. Make sure the following elements are included:

► Topic
► General Purpose (To Inform)
► Specific Purpose Statement (To inform my audience about)
► Central Idea (thesis statement)
► Two or three main points (In sentence form)
► Speech Organization (Chronological, Spatial, Causal, Problem-Solution, Topical)
► An audience analysis

Other requirements/Notes:
► Time limit: 4—6 minutes
► Your speech must include a PPT visual aid. Print out a copy for the teacher.
► Minimum of 3 credible sources (Make sure they are cited in your outline AND don’t forget to verbally cite them in your speech.)
► Select a topic you find interesting. Your assignment is to teach/inform the audience. Some research will be necessary.
► Your speech must have 3 examples of figurative language from Chapter 11. **Bold/highlight and label** each example in the outline.
► 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.
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INFORMATIVE SPEECH Grading Rubric

Name:______________________________

INTRODUCTION—10 Points Possible
► Good use of Attention Getter? Yes=2 Somewhat=1 No=0
► Shows good credibility Yes=2 Somewhat=1 No=0
► Relates the topic to the audience Yes=2 Somewhat=1 No=0
► Clear and concise overall thesis Yes=2 Somewhat=1 No=0
► Did you preview main points? Yes=2 Somewhat=1 No=0

BODY—6 Points Possible
► Points supported with both facts and personal experience 2 1 0
► Organizational pattern was easy to follow 2 1 0
► Did they walk us from step-to-step in a smooth manner? 2 1 0

CONCLUSION—10 Points Possible
► Did you review the main points? Yes=5 Somewhat=3 No=0
► Provide a memorable, creative conclusion (Pack-a-punch!) Yes=5 Somewhat=3 No=0

DELIVERY—25 Points Possible
► Eye Contact/Facial Expressions 2 1 0
► Gestures/Movements 2 1 0
► Vocal Expression (rate, pitch, and volume) 2 1 0
► Distracting terms/noises between sentences such as: 2 1 0
   Ahhh, Ummm, Like, and, oh yah, etc.
► Handling and appropriateness of note cards/outline/visual aids 2 1 0
► PPT was clear and easy to read 5 3 0
► Proper Dress Etiquette 10 5 0

SOURCES—9 Points Possible
Sources will be listed in both (MLA & APA) to expose you to both formats.
► Sources were verbally cited during the speech 3 2 1 0
► Sources are also listed in both:
   Works Cited MLA 3 2 1 0
   References APA 3 2 1 0
OUTLINE—23 Points Possible
► In correct format 2 1 0
► Typed, Neat, and appropriate 2 1 0
The following were included in the outline:
► 1. Topic ________________________________ 2 1 0
► 2. General Purpose (To inform) 2 1 0
► 3. Specific Purpose Statement (To inform my audience about) 2 1 0
► 4. Central Idea (thesis statement) 2 1 0
► 5. Speech Organization 2 1 0
 (Chronological, Spatial, Causal, Problem-Solution, Topical)
► 3 examples of Figurative Language (Chapter 11) 3 2 1 0
► Figurative Language was bold/highlight in outline 3 2 1 0
► Figurative Language was labeled in outline 3 2 1 0

AUDIENCE ANALYSIS—6 Points Possible
► Why should this audience be interested in this topic? 2 1 0
► How much does the audience already know about this subject? 2 1 0
► Why should this audience listen to you about this topic? 2 1 0

SURVEY QUESTIONS (Chapter 5 p. 129) —6 Points Possible
► 2 Fixed-alternative questions 2 1 0
► 2 Scale Questions 2 1 0
► 2 Open-ended Questions 2 1 0

TIME LIMIT—(4 to 6 Minutes) 20 Points
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 limit
(You will be asked to sit down if you go more than 10 minutes over.)

TOTAL POINTS POSSIBLE: 115 POINTS

TOTAL EARNED:_________
Additional Comments:
Example Outline: INFORMATIVE SPEECH

Taken from: Jessica Brogley = Changes & additions were made to the following outline by ms Mikulski (English teacher at Seymour High School, WI)

Name: Jessica Brogley
Topic: College Students and Credit Card Debt
General Purpose: To inform
Specific Purpose: 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.210, Spatial pg.211, Causal pg.212, Problem-Solution pg.213, Topical pg.213)

INTRODUCTION:
I. (Attention Getter): (Look at the chapter 9 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.

IV. Preview Statement: (Here I explain what my main points are.) Today I’ll be mentioning 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 mention why credit cards give you a false sense of security.]

BODY:
I. False sense of security
   A. It is easy to get a credit card.
      1. If you live on a college campus you will be flooded with offers.
      2. My experience
         a. I was standing in the lunch line on campus.
         b. They were offering something free, like a t-shirt, if you just signed up.
         c. I signed up while 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 58% of college students see on-campus credit card marketers within the first few days of school.
         f. UW-Oshkosh shirt
      3. Even if you don’t go to college, you will still be swamped with “deals.”
         a. Your name and address is sold/given/found to/by credit card companies.
         b. You will be sent dozens of quick and easy credit card offers like these
         c. According to “TruthaboutCredit.org” the average household receives 8 credit card offers a month.
d. I received this small stack within 2 mailing days.

B. When I first decided to sign up for a credit card, it was around Christmas. I had little money for gifts.
   1. I decided to pay off the balance each month, which I did for a few months.
   2. It felt good to be able to buy friends and family nice gifts for the holidays.

C. I used the card to buy what I thought were big and important items.
   1. My computer, which is now broken.
   2. Parts for my truck, which should be in the junk yard now.
   3. Sad to say, I'm still paying for both of these expenses on my credit card.

D. I also used it to buy gas, books, and other important items.
   1. I justified each transaction, because it was a small amount of money each time.
   2. Eventually, I would lose the receipts, so I didn't keep track of what I was spending.
   3. Jumpstart also says half of all college students don't pay their balances off each month.
   4. Also, according to College Parents of America, the nation's membership organization founded in 1997 and comprised of current and future college parents, states the 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 4.14% which is very, very low.
      b. That rate only lasts 6.8 months.
      c. After that, the rate jumped 264%
   2. The high interest rate keeps you from ever getting your balance down.
      a. I paid $100.00 in August.
      b. $86.08 went to Finance Charges
      c. ONLY $14.00 bucks was taken off my $5,000 dollar bill!

B. If you accidentally pay late, you’re penalized
   a. With my one credit card, I’ve lost my bill, been short of money, or just forgetful.
   b. Each time I’ve done that, I’ve paid a 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 financial goals that you want 5 years from then.

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)
   1. 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 19.

B. Now that I have a solid job, a fair amount of money is going towards debt that I gathered 5 years ago for things that I don’t even have anymore!
1. I currently pay off about $200 dollars a month, but that’s not enough.
2. According to Family Education’s On-Line Credit Card Debt Calculator, I need to pay $264 dollars a month and NEVER use my credit cards again, if I want to pay off my debt in 3 years!
3. By then, 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
IV. **(Summary Statement):** I have informed you about 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.

V. **(Memorable Closing):** Please understand, that while you are only 1 year away from obtaining Credit cards, they are lethal. Jumpstart tested a large class of high school seniors on personal finance skills. 57% of them flunked. Learn how to be smart now, so you don’t end up in a situation like mine. Don’t let credit card companies destroy your credit and put you in debt with high interest rates attached. Don’t let credit card companies back you into a corner like a cat. (Simile) Take it from me—credit cards are junk!

Audience Analysis:
*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.

*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.

*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!
Works Cited (MLA)


References (APA)


Self Assessment Worksheet: Informative Speech

Directions: After you give your speech, ASAP -- watch your video one time without stopping it. Then, watch it a second time. Answer these questions, rewinding, stopping and playing, etc. as you go. Answer the questions honestly. Remember to use specific examples to support your responses. A nice job here will help your grade!!! Not completing correctly and completely will hinder your grade!

Due: One class period after your speech.

1. How did you practice for this speech (honestly)? How did your preparation differ from the Introduction 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.** Now describe your **three greatest strengths** 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 and include a citation from the text to support your explanation. Look to chapters 8, 9, and 11 to complete this section.

<table>
<thead>
<tr>
<th>Content Strengths:</th>
<th>A specific example from your speech to illustrate your response:</th>
<th>Explain why this is a strength and support your response by including a quote from the text:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> use of transitions</td>
<td>An example of this was when I moved from my first main point to my second main point I said, &quot;Now that I have told you how this book represents my hard exterior, let's open it up and see how it can also represent the softer side of me.&quot;</td>
<td>This was a strength because I was clear and creative in my movement between ideas, as described on page 219 in the text these should be smooth and help you move from one point to another.</td>
</tr>
</tbody>
</table>

1. 

2. 

3. 

5. **WATCH YOUR SPEECH AGAIN CAREFULLY.** Now describe your three greatest strengths concerning the **DELIVERY** of your speech (delivery is "how" you said it, content is "what" you said). 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 and include a citation from the text to support your explanation. Remember, do this for all 3 strengths in the delivery area. Look to chapter 12 in the text to complete this section.

<table>
<thead>
<tr>
<th>Delivery Strengths</th>
<th>A specific example from your speech to illustrate your response</th>
<th>Explain why this is a strength and support your response by including a quote from the text:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong></td>
<td><strong>eye contact</strong></td>
<td>For example, in the body of my speech, when I was covering my second point on why this occurs, I said &quot;this could happen to each of us&quot; and began to look directly at the audience members, and looked to each side very slowly.</td>
</tr>
</tbody>
</table>

1. 

2. 

3. 

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.

<table>
<thead>
<tr>
<th>Area to Improve upon:</th>
<th>Example why you need to improve</th>
<th>Your plan to improve this:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Hand Gestures</td>
<td>I used too many hand gestures. For example, when I was describing the first reason the ball represented me, I looked like I was flying. I raised my hands 10 times in just 43 seconds!</td>
<td>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 gestures.</td>
</tr>
</tbody>
</table>

1. 

2. 

3. 

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

Rules 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. 
- Must have a finished product. (If this is too difficult, pick a non-food 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.
10 Golden Rules:
1. Choose a topic that can be reasonably covered in 7:00 – 10:00 minutes
2. Use visual aids large enough for everyone in the audience to see.
3. Carefully set up all materials and cover the demonstration area (if necessary to avoid a mess) before beginning the speech. (The speaker will not be able to return to his/her seat to get needed items.
4. Open all bottles and containers before beginning the speech.
5. Clearly explain and demonstrate each and every step of the process.
6. Keep talking during the entire speech. For example, if you are mixing the dough for cookies, you need to be talking while you are mixing. Demonstration without a verbal presentation will not be adequate.
7. Keep speaking and demonstrating no matter what happens. Do not apologize for problems. Apology only draws attention to a mistake or problem.
8. Discuss variation or offer extra hints/tips for success instead of demonstrating without speaking. (Research and think of ideas to have in case you need something to say.)
9. Show a finished product or process during the speech.
10. Answer questions after the speech, and then clean up.

What is required for this speech?

Time: Your speech should last between 7:00—10 minutes. Points will be deducted for time over and under.

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

◆ A typed outline that includes all of the parts. (See example)
◆ 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 notecard, 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 as a template.
5. Remember to have transitions, internal summaries/previews, and signposts when appropriate.
6. 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—Time your speech. Find an audience or rehearse in front of a mirror.
# UNIVERSITY of WISCONSIN-GREEN BAY

**DEMONSTRATION SPEECH Grading Rubric**

**Name:** ______________________________________

## INTRODUCTION — 10 Points Possible (10% to 15% of the speech)

- **Good use of Attention Getter?**  
  - Yes=2  
  - Somewhat=1  
  - No=0
- **Shows good credibility**  
  - Yes=2  
  - Somewhat=1  
  - No=0
- **Relates the topic to the audience**  
  - Yes=2  
  - Somewhat=1  
  - No=0
- **Did you clearly state what you are going to demonstrate?**  
  - Yes=2  
  - Somewhat=1  
  - No=0
- **Did you present/explain all the items that are needed for your demonstration?**  
  - Yes=2  
  - Somewhat=1  
  - No=0

## BODY — 6 Points Possible (70% to 80% of the speech)

- **Points supported with both facts and personal experience**  
  - 2 1 0
- **Organizational was pattern easy to follow**  
  - 2 1 0
- **Did they walk us from step-to-step in a smooth manner?**  
  - 2 1 0

## CONCLUSION — 13 Points Possible (10% to 15% of the speech)

- **Review the main points**  
  - Yes=5  
  - Somewhat=3  
  - No=0
- **Did you show the finished product?**  
  - Yes=3  
  - Somewhat=2  
  - No=0
- **Provide a memorable, creative conclusion (Pack-a-punch!)**  
  - Yes=5  
  - Somewhat=3  
  - No=0

## DELIVERY — 24 Points Possible

- **Eye Contact**  
  - 2 1 0
- **Facial Expressions**  
  - 2 1 0
- **Gestures/Movements**  
  - 2 1 0
- **Vocal Expression (rate, pitch, and volume)**  
  - 2 1 0
- **Handling and appropriateness of note card/visual aids**  
  - 2 1 0
- **Provided commentary to fill when needed (ex: while mixing cookie dough)**  
  - 2 1 0
- **Distracting terms/noises between sentences such as:**  
  - Ahhh, Ummm, Like, and, oh yah, etc.  
  - 2 1 0
- **Proper Dress Etiquette**  
  - 10 5 0

## OUTLINE — 20 Points Possible

- **In correct format**  
  - 2 1 0
- **Typed, Neat, and Appropriate**  
  - 2 1 0

The following were included in the outline:

- **Topic**  
  - 2 1 0
- **General Purpose: To Demonstrate**  
  - 2 1 0
- **Specific Purpose: (To Demonstrate to my audience about)**  
  - 2 1 0
- **Central Idea (Thesis Statement):**  
  - 2 1 0
- **Speech Organization:**  
  - 2 1 0
- **IV. Outline contained two good questions that the audience might ask you.**  
  - 2 1 0
- **V. Detailed list of materials was listed**  
  - 2 1 0

**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 notecard, you MUST hand in the notecard at the end of the speech.)
AUDIENCE ANALYSIS—2 Points Possible
► VI. Why should the audience be interested in this demonstration?  2  1  0

TIME LIMIT—(7:00—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 10 minutes over.)

TOTAL POINTS POSSIBLE: 95 POINTS

TOTA EARNED: __________
Additional Comments:
Example Outline: DEMONSTRATION SPEECH

Name:

Topic:

General Purpose: To Demonstrate

Specific Purpose:

Central Idea (Thesis Statement):

Speech Organization:

I. INTRODUCTION (10 to 15 % of the speech):
   A. Attention Getter: (Look at the chapter 9 handout on speech introductions)
   B. Credibility Statement: (Explain why this topic is important to you. Explain why you know what you are talking about.)
   C. Relevancy Statement: (Explain why the audience needs to listen.)
   D. Preview Statement: (Explain what you are going to demonstrate.)

[Transition:]

II. BODY (70% to 80% of the speech):
   (Use internal transitions whenever needed to move through the steps of your process.)
   A. List/show all of the items you will need. If you need to measure anything, have it all premeasured in containers/bags.
   B. Step 1 of the process (be very specific)
      1. Explanation
   C. Step 2 of the process
      1. Explanation

[Transition:]

III. CONCLUSION (10% to 15% of the speech):
   A. Review steps of process
   B. (If any) Give tips or suggestions that would be helpful
   C. Encourage others on how they could use this info
   D. Closing Statement: Pack-A-Punch

The following are part of your outline but NOT PRESENTED during the demonstration speech:

IV. Questions (Think of two good questions people might ask you.)
   A. Question 1:
   B. Question 2:

V. Materials needed (Provide a detailed list of materials you will use.)

VI. Audience Analysis: why should the audience be interested in this demonstration?

VII. (If needed) Works Cited (MLA) and Reference (APA) Page
Depending on the process of your demonstration speech, you may or may not 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 (if possible) 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 **DOES NOT COUNT** towards your time requirement.
► You may or may not have a Works Cited (MLA)/References (APA) page
Self Assessment Worksheet: Demonstration Speech

Directions: After you give your speech, ASAP – 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. A nice job here will help your grade...!!! Not completing correctly and completely will hinder your grade considerably!

TYPE YOUR ANSWERS AND STAPLE THEM TO THIS SHEET.

Due: One class period after your speech.

1. Describe one thing you did well in this speech.

2. Describe one thing you would change about your preparation for this speech.

   Why would you make this change?

3. Comment on your eye contact: was it sufficient? Why or why not? If not, how do you plan to improve your eye contact for your next speech?

4. 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!)

5. Please provide an overall assessment of your speech. Were you satisfied with your speech? Explain why or why not.
Third Major Speech: Special Occasion Speech (Chapter 17)

Directions: Special occasions include weddings, funerals, dedications, award ceremonies, retirement dinners, and the like. Pick one of the following speech choices and prepare a 3:30 to 5:00 minute speech.

Speech of Introduction (p.470) = A speech that introduces the main speaker to the audience.
Speech of Presentation (p.473) = A speech that presents someone a gift, an award, or some other form of public recognition.
Speech of Acceptance (p.474) = A speech that gives thanks for a gift, an award, or some other form of public recognition.
Commemorative Speech (p.475) = A speech that pays tribute to a person, a group of people, an institution, or an idea.
After-dinner Speech (p.479) = A speech to entertain that makes a thoughtful point about its subject in a lighthearted manner.

Time Requirement: 3:30 – 5:00 Minutes

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 you acceptance speech. You might have several pictures on a PPT while you deliver a speech at your grandmother's funeral.

Figurative Language requirement: The speech must also have a minimum of 7 figurative language examples. The examples should be highlighted and labeled.

■ 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 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.
■ Hyperbole = An exaggeration, or overstatement.
■ Personification = A literary device in which the author speaks of or describes an animal, object, or idea as if it were a person.
■ Cliché = A trite or overused expression.

Proper Clothing Requirement: Proper dress clothes are required when you deliver your speech. Jeans, shorts, tank tops, low cut shirts, and t-shirts are NOT proper dress etiquette. If you are unsure, ask the teacher before your speech day.

The day you give your speech you will need:
► Proper clothing requirement
► Original typed speech you read to the class (double spaced AND error free)
► Typed speech analysis of your speech
► A visual
UNIVERSITY of WISCONSIN-GREEN BAY
SPECIAL OCCASION SPEECH Grading Rubric Name:__________________________

► Type of speech presented (3 pt) =__________________________________________

► Comments about the INTRODUCTION—10 Points Possible

► Comments about the BODY—10 Points Possible

CONCLUSION—15 Points Possible
► Provide a memorable, creative conclusion (Pack-a-punch!) Yes=5 Somewhat=3 No=0
► Comments about the Conclusion (10 pts):

DELIVERY—32 Points Possible
► Eye Contact 2 1 0
► Facial Expressions 2 1 0
► Gestures/Movements 2 1 0
► Vocal Expression (rate, pitch, and volume) 2 1 0
► Handling appropriateness of speech papers 2 1 0
► No distracting terms/noises between sentences such as: Ahhh, Ummm, Like, and, oh yah, etc. 2 1 0
► Proper Dress Etiquette 10 5 0
► Visual aid was clearly presented 10 5 0
► Turned in typed speech double spaced error free 4 2 0

SPEECH ANALYSIS—21 Points Possible
► 7 examples of Figurative Language were used 7 6 5 4 3 2 1 0
► Figurative Language was bold/highlighted in analysis 7 6 5 4 3 2 1 0
► Figurative Language was labeled in analysis 7 6 5 4 3 2 1 0

► TIME LIMIT—20 Points
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 limit
(You will be asked to sit down if you go over the 10 minute mark.)
Time span allowed 3:30 – 5:00 minutes

► TOTAL POINTS POSSIBLE: 115 POINTS
TOTAL EARNED:_____

115 32
1. Purpose of assignment: To gain experience in a communication situation in which the individual organizes and discusses information of a persuasive nature. The ultimate purpose of this speech is to motivate the audience to take action: sign a petition, campaign for something, purchase something, contribute to a fund drive, vote for a specific candidate, donate something, etc. You want to promote behavior change.

2. Time Limit: 7 - 9 minutes w/o penalty)

3. Speech Organization: Must use Monroe’s Motivated Sequence (see pgs 416 – 423 in text)

4. On Performance days the following are due:
   - Bring digital recording device
   - Note cards may be used
   - Speech must include a visual aid

5. Method Of Organization: Monroe’s Motivated Sequence (see pgs 416 – 423 in text)

6. Evaluation: Your final grade will be a combination of written work and the speech event.

7. Written work: MUST BE TYPED!
   1. Must include a Preparation Outline
   2. Must include an Audience Analysis
      a. Why should my audience be interested in this topic?
      b. How much does my audience know about this topic?
      c. Why should they listen to me about the subject?
      d. What need of this audience does this speech address?
   3. Works Cited/References: Minimum of 5 Sources which have to be orally cited during your speech and written in both MLA & APA format.

Speech for Immediate Action/Topics

Giving of your Time
- Nursing Homes
- Volunteer Activities

Giving of Yourself
- Blood
- Bone Marrow
- Organs

Giving Money
- Charities
- Political Candidates

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

Stop/Reduce Doing Something
- Procrastination
- Smoking
- Drinking
- Drinking and Driving
- Drugs
- Spending

Using Campus Facilities
- The International Center
- Career Services
- Health Services
- Advising Services
- Counseling Center
- Phoenix Center

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

Start/Continue Doing Something
- Eating Better
- Exercise
- Jogging
- Aerobics
- Walking
- Time Management
- Traveling
- Mountain Biking
- Wearing Seatbelts
- Participation in a Sport
- Sing or Play and Instrument
- Attend Cultural Events
**UNIVERSITY of WISCONSIN-GREEN BAY**

**PERSUASIVE COMMUNICATION: Speech for Immediate Action Grading Rubric**

Name: ______________________

**INTRODUCTION**—8 Points Possible

- Introduction is fused with energy and genuine interest
  
  Yes=2  Somewhat=1  No=0

  - Credibility is established
  
   Yes=2  Somewhat=1  No=0

  - Relates the topic to the audience
  
   Yes=2  Somewhat=1  No=0

  - Main points are previewed
  
   Yes=2  Somewhat=1  No=0

**BODY**—20 Points Possible

- Points supported with minimum of 5 credible sources
  
   5 4 3 2 1 0

- Facts were orally/verbally cited during the speech
  
   5 4 3 2 1 0

- Organizational pattern easy to follow
  
   5 4 3 2 1 0

- Including/directing the audience to feel an emotion connection
  
   *(See page 457 in the text)*

   5 4 3 2 1 0

**CONCLUSION**—10 Points Possible

- Reviews the speaker’s purpose
  
   Yes=5  Somewhat=3  No=0

- Provides a memorable, creative conclusion (Pack-a-punch!)
  
   Yes=5  Somewhat=3  No=0

**DELIVERY**—26 Points Possible

- Eye Contact
  
   Yes=2  Somewhat=1  No=0

- Gestures w/body, hands, head
  
   Yes=2  Somewhat=1  No=0

- Move your feet (twice would suffice)
  
   Yes=2  Somewhat=1  No=0

- Vocal Expression (rate, pitch, variety, & volume)
  
   Yes=2  Somewhat=1  No=0

- Facial Expression
  
   Yes=2  Somewhat=1  No=0

  *(Does your facial expression match the emotion of the topic and is it varied?)*

- Distracting terms/noises between sentences such as:
  
   Ahh, Ummm, Like, and, oh yah, etc.

   No=2  Somewhat=1  Yes=0

- Handling and appropriateness of note cards/outline/visual aids
  
   Yes=2  Somewhat=1  No=0

- PowerPoint was clear and easy to see
  
   Yes=2  Somewhat=1  No=0

  *(Contained mostly pictures to enhance what the speaker was saying)*

- Proper Dress Etiquette
  
   Yes=10  Somewhat=5  No=0

**SOURCES**—15 Points Possible

- Minimum of 5 sources cited in your outline
  
   5 4 3 2 1 0

  Sources will be listed in both (MLA & APA) to expose you to both formats.

- Sources are listed in a Works Cited (MLA Format)
  
   5 4 3 2 1 0

- Sources are listed in a References (APA Format)
  
   5 4 3 2 1 0
OUTLINE—32 Points Possible

▪ In correct format 2 1 0
▪ Typed, neat, & appropriate 2 1 0
▪ 1. Topic _____________________ 2 1 0
▪ 2. General Purpose (To motivate immediate action) 2 1 0
▪ 3. Specific Purpose Statement (To persuade my audience to) 2 1 0
▪ 4. Central Idea (thesis statement) 2 1 0
▪ 5. Method of Organization 2 1 0

Monroe’s Motivated Sequence (see pgs 416 – 423 in text)

▪ 6 examples of Figurative Language (Chapter 11) 6 5 4 3 2 1 0
(Rhythm, Parallelism, Repetition, Alliteration, etc: See pages 285-287 in the text)
▪ Figurative Language was bold/highlight in outline 6 5 4 3 2 1 0
▪ Figurative Language was labeled in outline 6 5 4 3 2 1 0

AUDIENCE ANALYSIS (Answered all five questions)—16 Points Possible

1. Who is my target audience for this speech? Yes=2 No=0
2. What attitudes towards this topic does my audience hold? Yes=2 No=0
3. What audience needs does my speech address? Yes=2 No=0
4. Why should this audience listen to me? Yes=2 No=0
5. What do I need to be careful about to keep my audience’s attention? Yes=2 No=0

How well is the speaker considering the interests of the audience? Yes=2 No=0
How well does the speaker persuade the audience to see his/her point-of-view? Yes=2 No=0
What efforts does the speaker make to connect to the audience? Yes=2 No=2

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 limit 7 Minutes (7:00 – 9:00 w/o penalty)
(Time Penalty: 2 pts deducted for every 30 seconds over or under the time limit)

TOTAL POINTS POSSIBLE: 119 POINTS
TOTAL EARNED: __________
Additional Comments:
This speech really needs to encompass ALL the skills you’ve learned along the way. This is a biggie—nothing to brush off.

1. **Purpose of assignment:** to gain experience in a communication situation in which the individual organizes and discusses a controversial social issue to an audience that may have opposing views.

2. The student is required to find a partner from the class to address the same topic from the opposing side.

3. Only one team will be allowed per topic.

4. **Time Limit:** 7 minutes (7:00-9:00 w/o penalty)

5. **Method of Organization:** Problem-Solution Order, Problem-Cause-Solution Order, Comparative Advantages Order (See pages 416 – 423)

5. On **performance days** the following are due:
   a. bring 1 copy of your outline
   b. Must include a minimum of **five scholarly outside sources** all of which must be sourced in the references/works cited and during the speech.
   c. Must include an audience analysis that answers these questions:
      1. Who is my target audience for this speech?
      2. What attitudes towards this topic does my audience hold?
      3. What audience needs does my speech address?
      4. Why should this audience listen to me?
      5. What do I need to be careful about to keep my audience’s attention?
   d. Speech must include a visual aid (PPT)
   e. Speech must have 6 examples of figurative language from Chapter 11.
      (Bold/highlight and label each example in the outline)

6. **Evaluation:**
   (SEE: page 457 in the text for review on emotional connection with the audience)
   (SEE: pgs.285-287 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—you can both be assessed the same grade or very different grades.**

For this assignment, the real goal is trying to persuade a hostile audience to consider your point of view. If there is an odd number, or if someone is really anxious to do a topic that no one will debate, I will allow you to submit a specific purpose statement for my approval. Sometimes three people will all debate the same topic. Your grade is really an individual one.
Topic Choices Ideas

Capital Punishment             Embryonic Stem Cell Research
Abortion                      Censorship
Paying College Athletes       Genetic Engineering
Animal Experimentation        The Legal Drinking Age
Limit Immigration             Active Euthanasia
Limiting Protesting at Abortion Clinics Surrogate Mothers
Homosexual Marriage           Ethnic Adoption
Homosexuals in the Military   Buying Drugs from other Countries
Homosexual Adoption           Women in Combat
Government Involvement in Limiting Obesity Mandatory Sentencing
No Fault Divorce              Motorcycle Helmets
Changing the Tax Code (A Flat Tax) National Health Insurance
Restrictions on Gambling      Term Limits for Congressmen
Changing the Judicial System  Nationally Funded Elections
The Bowl Championship Series  Adolescents in Adult Court
Deer Hunting                   Indian Treaty Rights
The Electoral College          Indian Mascots
Political Commercials         AIDS Disclosure
Gun Control                    Hiring Quotas
Funding More Day Care         Manned Space Flights
Bilingual Education           Drug Testing
English as a National Language Animal Rights
Stiffer Driver’s License Requirements Year Round Schooling
Federal Support for the Arts  Legalizing Drugs
Legalizing Marijuana           Prayer in School
Flag Burning                   Pit Bulls

Another Approved Controversial Topic?
See Ms Mikulski for approval.
PERSUASIVE COMMUNICATION: Passive Agreement Speech
Name___________________________

INTRODUCTION—10 Points Possible
- Introduction is fused with energy and genuine interest Yes=2 Somewhat=1 No=0
- Opened with an Attention Getter Yes=2 Somewhat=1 No=0
- Credibility is established Yes=2 Somewhat=1 No=0
- Relates the topic to the audience Yes=2 Somewhat=1 No=0
- Main points are previewed Yes=2 Somewhat=1 No=0

BODY—20 Points Possible
- Points supported with minimum of 5 scholarly sources 5 4 3 2 1 0
- Facts were orally/verbally cited during the speech 5 4 3 2 1 0
- Organizational pattern easy to follow 5 4 3 2 1 0
- Including/directing the audience to feel an emotion connection (See page 457 in the text) 5 4 3 2 1 0

CONCLUSION—10 Points Possible
- Reviews the speaker’s purpose Yes=5 Somewhat=3 No=0
- Provides a memorable, creative conclusion Yes=5 Somewhat=3 No=0
(Pack-A-Punch!)

DELIVERY—26 Points Possible
- Eye Contact Yes=2 Somewhat=1 No=0
- Gestures w/body, hands, head Yes=2 Somewhat=1 No=0
- Move your feet (twice would suffice) Yes=2 Somewhat=1 No=0
- Vocal Expression (rate, pitch, variety, & volume) Yes=2 Somewhat=1 No=0
- Facial Expression Yes=2 Somewhat=1 No=0
(Does your facial expression match the emotion of the topic and is it varied?)
- Distracting terms/noises between sentences such as: Ahh, Ummm, Like, and, oh yah, etc. No=2 Somewhat=1 Yes=0
- Handling and appropriateness of note cards/outline/visual aids Yes=2 Somewhat=1 No=0
- PowerPoint was clear and easy to see Yes=2 Somewhat=1 No=0
(Contained mostly pictures to enhance what the speaker was saying)
- Proper Dress Etiquette Yes=10 Somewhat=5 No=0
SOURCES—10 Points Possible
▪ Sources are listed in a Works Cited (MLA Format) 5 4 3 2 1 0
▪ Sources are listed in a References (APA Format) 5 4 3 2 1 0
(Sources should be listed in both (MLA & APA) to expose students to both formats.)

OUTLINE—32 Points Possible
▪ In correct format 2 1 0
▪ Typed, neat, & appropriate 2 1 0
▪ 1. Topic __________________________ 2 1 0
▪ 2. General Purpose (To Persuade) 2 1 0
▪ 3. Specific Purpose Statement (To persuade my audience that) 2 1 0
▪ 4. Central Idea (thesis statement) 2 1 0
▪ 5. Method of Organization 2 1 0
   (Problem-Solution Order, Problem-Cause-Solution Order, Comparative Advantages Order [See pages 416 – 423 in text])
▪ 6 examples of Figurative Language (Chapter 11) 6 5 4 3 2 1 0
   (Rhythm, Parallelism, Repetition, Alliteration, etc: See pages 285-287 in the text)
▪ Figurative Language was **bold**/highlight in outline 6 5 4 3 2 1 0
▪ Figurative Language was labeled in outline 6 5 4 3 2 1 0

COPY OF QUESTIONNAIRE—6 Points Possible
▪ Minimum of 2 Fixed-alternative questions Yes=2 1 None=0
▪ Minimum of 2 Scale questions Yes=2 1 None=0
▪ Minimum of 2 open-ended questions Yes=2 1 None=0

AUDIENCE ANALYSIS (Answered all five questions)—16 Points Possible
1. Who is my target audience for this speech? Yes=2 No=0
2. What attitudes towards this topic does my audience hold? Yes=2 No=0
3. What audience needs does my speech address? Yes=2 No=0
4. Why should this audience listen to me? Yes=2 No=0
5. What do I need to be careful about to keep my audience’s attention? Yes=2 No=0

How well are they considering the interests of their audience? Yes=2 No=0
How well do they persuade their audience to see their point-of-view? Yes=2 No=0
What efforts do they make to connect to them? Yes=2 No=0

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 limit 7 Minutes (7:00 – 9:00 w/o penalty)
(Time Penalty: 2 pts deducted for every 30 seconds over or under the time limit)

TOTAL POINTS POSSIBLE: 150 POINTS
TOTAL EARNED:_________
Additional Comments:
Morgan Theobald

**Topic:** Pro Choice Abortion

**General Purpose:** To Gain Passive Agreement

**Specific Purpose:** To persuade my audience that abortion should be a matter of free choice

**Central Idea (Thesis Statement):** Abortion should be a personal choice; government and religious institutions should not be able to dictate as to whether or not a mother has an abortion.

**Method of Organization:** Problem-Solution Order

**INTRODUCTION:**

I: **Attention Getter:** In recent headlines, a huge controversy is brewing over whether a woman should be able to choose whether or not to abort her pregnancy.

II: **Credibility Statement:** *(Here I say why I know what I'm talking about.)* After much

III: **Relevancy Statement:** *(Here I say why you need to listen.)* Many of you in this room probably know someone who has either had an abortion or at least seriously considered an abortion. Some of you may even have to help make a decision, in the future, on whether or not to look into having an abortion, whether it be for yourself (ladies), a girlfriend (gentlemen), or someone else.

IV: **Preview Statement:** *(Here I say what my main points are.)* The argument over abortion is a huge problem in the world today. Abortion should be a personal choice. Government and religious institutions should have no say as to whether or not a woman has the right to an abortion. All women have the right to free choice.

**[Transition: First, let me share with you a substantially submissive scenario (Alliteration) as to why the fight over abortion is a serious problem.]**

**BODY:**

I. Health is a concern

   A. Diverse situations in which a mother’s body is not prepared for pregnancy or delivering a baby

      1. When full term is reached, either mother, baby, or both, could die

         a. Teen with underdeveloped body

         b. Popular girl in sports and clubs/well liked

         c. *People are naturally drawn to her like bees to honey. (Simile)*

         d. Due to her young age, petite size and build, lack of physical maturity, doctors know she will not carry the baby full term

         e. As she takes her last slow, deep, struggling breaths, her parents cry out in anguish; cursing the newborn who has just killed their young, healthy, an and thriving daughter. *(Imagery)*

         f. family as well as the whole community is negatively affected

         h. an abortion could have saved her life
B. Women facing deadly consequences because of pregnancy like this girl, should have the right to choose.
1. According to ProCon.org, teen girls are 5 times more likely to die in delivery because their bodies are not yet mature enough to have a baby.
2. ProCon.org also points out that 70,000 girls ages 15 to 19 die each year from pregnancy and childbirth.
3. Also, babies that survive these risky pregnancies have a 60% higher chance of dying as well.
4. As stated on MIT.edu, the risk of death associated with childbirth is about ten times as high as that associated with abortion.

[Transition: Just as health is an issue when it comes to abortion, so is the government.]

II. Many people let the government rule their opinions.
A. The American Medical Association recognizes abortion as a medical procedure if performed by a licensed physician.
   1. Why is an abortion, a medical procedure, labeled by our government as illegal?
      a. Laws don’t stop abortion.
      b. Laws urge women to find illegal and unsafe abortions.
      c. According to Procon.org, access to legal, professionally-performed abortions reduces injury and death caused by unsafe illegal abortions.
      d. Also, back alley abortions cause 68,000 maternal deaths each year in the 33 countries where abortion is not legal or available.

[Transition: While people let the government rule what is supposed to be their personal opinions, religion seems to also do the same thing. However, it isn’t always what you would think.]

III. Most people believe Catholics and other religions are completely against abortion; this is not always the case.
A. According to Catholics for Choice and Abortion: Prochoice Catholicism 101 in The News Journal of catholic Opinion, the Catholic hierarchy’s lobbying against contraception and abortion has disastrous effects on women’s lives both in the U.S. and abroad, especially on the lives of the poor.
   1. Women and men should have the choice.
   2. According to Procon.org, President Barack Obama said during a campaign speech on March 29, 2008, “I have two daughters…I’m going to teach them first about values and morals, but if they make a mistake, I don’t want them punished with a baby."

(Transition: When taking abortion into account, government and religious institutions play a major role when it comes to abortion as well as the mother’s personal life.)

IV. Many women have personal reasons for having an abortion.
A. Financial resources are not sufficient
B. Baby interferes with educational opportunities
C. Baby should not come into the world unwanted
   1. UNICEF estimates that there are 210 million orphans in the world right now.
D. Lack of preparation/know how to take care of a baby
   1. According to “What Choice?” in Time Magazine, 1 in 3 American women will have an abortion by age 45.
      a. This does not include women in countries filled with poverty, where abortion is more likely to happen.
E. Lifelong decision that the mother needs to be at peace with
   F. People who push to end abortions, often don’t agree with contraceptive use
      1. to stop abortions, you need contraceptive use
      2. According to Prochoice.org, access to abortion is necessary because contraceptives are not always readily available.
         a. need prescriptions from doctors for the pill, patch, shot, etc.
         b. half of all insurance plans don’t cover prescription contraception
         c. 1/3 cover the pill

[Transition: Many people choose to support women who choose abortions. If you know anyone who has to make this decision, you should choose to support them as well.]

CONCLUSION:
Summary Statement: Today I have shared with you why abortion is such a huge debate, why women need to have the right to an abortion—the right to have a choice.

Memorable Closing (Pack-A-Punch): It is the woman’s body, it is the woman’s choice, it is the woman’s future. (Parallelism)

Audience Analysis

1. Who is the target audience for this speech?
The target audience for my pro choice speech are the teenagers in my class who may or may not have to make a decision regarding abortion in the future. Or, there may be classmates who already have had an abortion.

2. What attitudes towards this topic does my audience hold?
The attitudes that my audience olds toward the topic of abortion are all quite different. About one fourth of the class is pro choice, on fourth is pro life, one fourth say abortion is okay in certain circumstances, and one fourth of the questionnaire answers were completely contradictory and confusing. The confusing contradictory answers are clearly people who don’t really know where they stand on the subject of abortion. These people may be more easily swayed to agree with me.

3. What audience needs does my speech address?
My speech addresses anyone who may become pregnant or get someone pregnant. I address the issues they will be faced with and the difficulty of making a decision either way.

4. Why should this audience listen to me?
My audience should listen to me because I have done thorough research on the topic of pro choice. I believe they should at least consider what I have to say based on the research I present to support my opinion.

5. What do I need to be careful about to keep my audience’s attention?
In order to keep my audience’s attention, I have to be careful of how many facts and numbers I throw at them in the course of my speech. I need to be professional and genuine with everything I say. I need to make my stance clear and support my opinion with unbiased sources to persuade passive agreement. I need to make sure all words are pronounced correctly to ensure credibility.
Works Cited


http://abortion.procon.org/#Background.


References


