ACTUATION PERSUASIVE SYMPOSIUM SPEECH

Goal: To prepare and present an actuation persuasive speech in a group.

Rationale: The business world is requiring more and more teamwork skills of their employees. This may involve working effectively in groups as well as speaking effectively in groups. This assignment provides students an opportunity to critique the ethical membership practices of one another while preparing an actuation symposium speech. You must work effectively in a team to prepare and present an effective speech. You also must present visual aids using PowerPoint multimedia technology, which will be directly applicable to you if your career should be in business, industry, medicine, etc...

SPEAKING IN A SYMPOSIUM

Description: Your objective in this speaking assignment is to participate with 4-6 classmates in the process of sharing information on a topic for an audience. Each of you must prepare and deliver a speech on a specific segment of the more general topic chosen for the symposium. Your group should select a topic which is of interest to the membership of your group and to your listeners. The symposium offers the listener an extended and in-depth treatment of a topic. While symposiums are frequently informative in nature, the group will add a persuasive component to the presentation. The group will divide a general topic into specific sub-topic areas and will present their remarks in an assigned speaking order. After the presentation, the group will participate in a question and answer session with the class.

Special Requirements: Each of you, as a member of the symposium, will examine at least 1 outside source in the process of preparing your speech. However, each group needs at least 10 different outside sources. The format of your speech will follow that which is used for a persuasive speech. You are expected to have an introduction, body, and conclusion to the speech. The format will either be Monroe’s Motivated Sequence or some form of the Problem-Cause-Solution format. Each of the group members who have to speak on one of the main points must have their own miniature speech format with an introduction, body, and conclusion of their own. If there are more than 4 people, the group must decide who will do what. Your group will need to choose one person to serve as the moderator of the symposium. Most often, the moderator gives the introduction and conclusion. The moderator will introduce each of you and your topic when providing transitions between speakers. PowerPoint will be used for the group’s visual aids. Each person must utilize at least one slide in their speech. Each slide must have text and one nonverbal symbol system (pie chart, line graph, or a diagram) that visually helps the listener understand the message. One typed outline for the entire group speech will be turned in on the speech day. The time limit for the symposium is 16-25 minutes and will vary depending on the number of members in each group. Individual speeches consisting of each main point must be 4-5 minutes in length.

REQUIREMENTS:
Time limit: 4-5 minutes per group member
Note cards: Maximum of FIVE 3x5 one-sided index cards; key word outline required (no complete sentences).
Lectern: Required
Presentational Aids: PPT presentation; a minimum of one slide per group member that includes text and uses an alternative symbol system (not all text).
Content: The group must focus on reinforcing the problem and proposing the most effective solutions at the national, local and individual levels.
Supporting Material: Minimum of ONE source per member; 10 total sources per group.
ACTUATION PERSUASIVE SYMPOSIUM SPEECH

GRADING CRITERIA
The speech is worth a total of 56 pts. The points are broken down into Individual (35 pts) and Group (21pts). In order to earn the maximum number of points, you must demonstrate the following specific skills during the speech:

INDIVIDUAL

CONTENT
Analysis/Reasoning:
- You must be descriptive and within the time constraint.
- You must include listener relevance links for each main point.
- You must address each learning style during the speech.
- You must include ethos, pathos, and logos.

Supporting Material
- You must orally cite three sources. These sources must be varied, credible to your topic, distributed throughout the speech, and properly credited.
- You must use different kinds of supporting material as evidence throughout the speech (examples, analogies, testimony, surveys, facts, stats, etc.).

Presentational Aids
- You must reveal, reference, and conceal each presentational aid appropriately.

STRUCTURE

Macrostructure:
- You must clearly articulate all elements.
- You must successfully incorporate your portion of the speech into the group’s persuasive format.

Microstructure:
- You must use inclusive and concrete language, define jargon, avoid slang and have very few vocalized pauses.
- You must use persuasive “punch” words in structural comments to enhance pathos.
- You must use internal summaries and connectives (for example, to clarify, moreover, etc.), phrasing that enhances pathos, clever turns of phrases, and so forth to create a more fluent style.

DELIVERY

Use of Voice:
- You must be intelligible, conversational, and sincere.
- You must demonstrate fluency in the presentation of your ideas.
- You should sound committed to your opinions about the issue. You need to have emotional conviction in your voice or you will never convince your audience to share your opinion or move to action.
Use of Body:
- You must demonstrate appropriate attire, poise, and eye contact.
- You must use facial expressions and natural gestures that reinforce the verbal message.
- You should include motivated movement to emphasize important points and clarify structure as well as remain “open” to your audience.
- You must demonstrate initial and terminal ethos (conveyed with pauses at the beginning and end of speech).

GROUP

DYNAMICS:
- Based on group ratings from peer critiques

CONTENT:
- The argument must be thematic
- The argument must maintain appropriate focus.
- The argument must have adequate coverage.
- The argument must have appropriate supporting material (recent, relevant, varied, distributed throughout – at least three by each speaker, properly credited).
- The argument must be supported by rhetorical strategies (ethos, pathos, logos).
- The argument must round the cycle of learning.

POWERPOINT:
- The group must use thematic slide layout, transitions, and background designs.
- The group must use professional construction (consistent use of font, bullets, title size and photographs – as opposed to clipart).
ACTUATION PERSUASIVE SYMPOSIUM SPEECH
OUTLINE CRITERIA CHECKLIST

NAME ____________________________________________ SECTION _________

SPEECH TITLE ________________________________________________

**FORMAL GROUP OUTLINE CRITERIA CHECKLIST**
(10 points)

_____  1. Is our introduction written completely with the correct labels?
_____  2. Do we use consistent symbolization throughout the outline (Roman numerals, capital letters, numbers, etc.)?
_____  3. Do we use complete sentences throughout the outline?
_____  4. Are our main points well-developed throughout the outline?
_____  5. Do all of our subpoints logically support their respective main points?
_____  6. Do we have complete transitions written and labeled from the introduction to the first main point and between all main points?
_____  7. Does each of our main points have a well developed and labeled relevance link?
_____  8. Have we labeled all of the learning style dimensions where each is addressed in the outline?
_____  9. Is our conclusion written with the correct labels?
_____10. Does our bibliography follow APA format? Do we cite sources in the body of our outline?
ACTUATION PERSUASIVE SYMPOSIUM SPEECH:
POLICIES AND PROCEDURES

The Process

1. The group must develop a “Contract” stating expectations and responsibilities for membership.
2. Members must date and document efforts of other members each day that the group meets.
3. Groups are required to meet in the classroom on each assigned “group work day.” The instructor will be present for the first 15 minutes of those sessions.
4. Groups are required to meet a minimum of one time out of classroom. The instructor will not be present for this meeting.
5. If a group determines that a particular member is not meeting his or her contractual responsibilities, the “firing” process can be initiated.

“Firing” a Member

1. Once a group has determined that one member is not meeting his or her contractual responsibilities, the group meets with that member (while the instructor is present) to discuss concerns and agree upon one more chance to live up to expectations. The group, the individual member, and the instructor review and discuss documentation of failed expectations.
2. If the member fails to meet expectations again after the initial meeting (#1), the group has grounds to “fire” him or her.
3. “Firing” must occur before the in-class rehearsal day.
4. A “fired” member must then create and deliver an individual actuation persuasive speech for a maximum of 35 points. (Loss of 21 “group participation” points)
5. All students must turn in “group summative peer critique form” on their scheduled speaking day.

Grievance Procedure: Dissatisfied students may elect to follow the grievance procedure as stated on the syllabus.
GROUP CONTRACT

We, _________________________________________________ (your names) agree to work together as a group on the next speech project. As a group we will abide by the following terms:

1. **Commitment to group goal:** (What is the goal of the group? How will you determine if someone is not committed to this goal?)

2. **On-track Discussion:** (What steps will be taken to keep the meetings focused and effective? What are the consequences for group members who do not adhere to these steps?)

3. **Fulfilling individual assignments:** (How will individual assignments be delegated? What are the consequences for group members who do not have their work done on time? What protocol should be followed if a member cannot attend a group meeting?)

4. **Interpersonal conflict:** (How will the group deal with conflict?)

5. **Including all members:** (What are the expectations for group participation? What format will be used to encourage member participation?)

6. **Firing Process**

Signatures:
We, ______________, ______________, ___________, and ______________ have all agreed upon the following document as a contract that will govern the members of our group. The hope is that this document will help us stay on task, meet all scheduled deadlines, and present our topic respectively. It is our aspiration to achieve no fewer than 90% of all possible points in our presentation.

The foundations for our group’s firing process is a series of warnings from the other group members. Each group member is allotted three warnings. Upon receiving the third warning that member will be removed from the group. The amount of warnings given out for a single infraction will vary based on the seriousness of the violation. All warnings must be a written description of what contract infringement took place and every group member, except for the person receiving the warning, must sign it.

Our group will attempt to stay focused and effective throughout our meetings. To attain this each member will be asked to take on a substantial amount of responsibility.

At the beginning of each meeting we will draft a list of our objectives. All group members are expected to be present and on time to all in-class and out-of-class meetings. All group members will be expected to give their utmost effort and participation. All work will be divided evenly among the group as not to overload one particular person. If someone believes they are being treated unfairly it is their job to bring it to the attention of the rest of the group. If there is a conflict between members the majority will always win. If a tie between members occurs [INSTRUCTOR] will have the deciding vote.

Being absent from class or group meetings will only be excused if there are extenuating circumstances, i.e., death in the family, or car troubles. It will be at the discretion of the group whether an excuse is acceptable. If someone knows in advance that they will not be able to attend class or a group meeting it is their duty to notify a minimum of two group members.

**Guidelines for Warnings are as Follows:**

Nonparticipation: 1 Warning  
Not completing tasks: 1 Warning  
10-15 minutes late: 1 Warning  
15-30 minutes late: 2 Warnings  
30+ minutes late: 3 Warnings  

**Signatures**

*Group Member*  
_____________________________________________  ___/___/______  

*Group Member*  
_____________________________________________  ___/___/______  

*Group Member*  
_____________________________________________  ___/___/______  

*Group Member*  
_____________________________________________  ___/___/______  

*Group Member*  
_____________________________________________  ___/___/______  

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GROUP MEETING REFLECTION FORM

Meeting Date: ________________________________________________________

Your Name: __________________________________________________________

Directions:

After each required group meeting, provide ethical critiques for both your group members and yourself. Rate each individual on his/her performance in the group. Justify the rating with specific examples taken from the guidelines of ethical group behavior:

- committed to the goals of the group
- fulfills individual assignments
- avoids interpersonal conflicts
- encourages group participation
- helps keep the discussion on track

Each critique should use “I” language and should be balanced, discussing strengths as well as weaknesses of each group member.

Yourself ______________________________________________________________________________________

Circle Overall Individual Rating
1 2 3 4 5 6 7
(Poor) (Met requirements) (Excellent)

Tasks accomplished:

Tasks assigned:

Ethical critique:

Group Member __________________________________________________________________________________

Circle Overall Individual Rating
1 2 3 4 5 6 7
(Poor) (Met requirements) (Excellent)

Tasks accomplished:

Tasks assigned:

Ethical critique:
Group Member ________________

Circle Overall Individual Rating
1 2 3 4 5 6 7
(Poor) (Met requirements) (Excellent)

Tasks accomplished:

Tasks assigned:

Ethical critique:

Group Member ________________

Circle Overall Individual Rating
1 2 3 4 5 6 7
(Poor) (Met requirements) (Excellent)

Tasks accomplished:

Tasks assigned:

Ethical critique:

Group Member ________________

Circle Overall Individual Rating
1 2 3 4 5 6 7
(Poor) (Met requirements) (Excellent)

Tasks accomplished:

Tasks assigned:

Ethical critique:
GROUP DYNAMICS SUMMATIVE REFLECTION ASSIGNMENT

Directions: In a 1-2 page typed, formal paper, reflect on the group process for the actuation symposium speech. This paper should follow the rules of proper grammar, spelling and punctuation and represent your best work. Additionally, this paper is to be completed and included in your portfolio on the day your group presents. This paper should include the following:

1. A clear overall score out of seven points for each group member. Rate each of your group members’ (including your own) overall contributions to the group process using the following rating scale:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Poor)</td>
<td>(Met requirements)</td>
<td>(Excellent)</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2. An ethical critique for each group member (including yourself) justifying the score you have assigned.

3. A discussion exploring the advantages and disadvantages of working in your particular group.

4. A reflection on what you have learned about effective strategies for working in groups based on your COM 181 group work experiences.
EXAMPLE GROUP DYNAMICS SUMMATIVE REFLECTION

Postpartum Depression Group

The group made up of Cassie, Lacie, Jessica, and Kyle gave their speeches on depression and I’ve been assigned to critique them. They all spoke on Wednesday April 6th and this is what I thought of their speeches, as it applies to Ethos, Pathos, and Logos.

I find myself fortunate to have had as great of a group as I did. It is going to be hard for me to rate each person because seeing them actually give the speech would show me more about how committed they were. But, I will try to do my best.

Cassie deserves a seven as far as I am concerned. Throughout the whole process she was a team player. I never saw her deter away from the group goal. Cassie showed dedication and support. She was even willing to cancel a doctor’s appointment just to make it to a group meeting. Cassie did miss class one day, but it was for a legitimate reason and she followed the group contract procedures for if a class time was missed. She e-mailed everyone before class and then called us after class to see what she had missed. Post partum depression was Cassie’s subject originally and she did a great job of helping the rest of the group get up to speed on what it is about. She displayed her abilities to do well on her own and as part of a group.

Lacie also deserves a seven. Lacie played a different role in the group than Cassie did. She made sure that people were always included and were on the same page during discussions. She met her daily assignments and was instrumental in working with the PowerPoint presentation. Another thing Lacie did well was brainstorming. The majority of the ideas that we have to distinguish ourselves from the other groups come from her. She brought fresh new ideas to the table. Besides doing all that, she was also at every meeting, on time, and prepared. Her upbeat attitude and excitement made working on the speech much more enjoyable, especially considering the topic we have.

Kyle’s rating is a little bit harder for me to give. Some days I wanted to give him sevens and other days he deserved threes. Overall, I think I am going to have to give him a five. Kyle was very inconsistent. He missed or was late for a couple of our group meetings outside of class. He didn’t help out much with the slide show and wasn’t very vocal about any ideas or suggestions he had. On the plus side, I was very impressed that he had his speech done as quickly as he did. He also told us that he likes working in the group because he has to be responsible and get his work done so that he doesn’t let everyone down. So, I know that when it comes to the speech, I should be able to count on him to do a good job.

Finally, I get to experience the joy of rating myself. (Can you sense the sarcasm?) If I have to rate myself, I would hand out a six. The main reason I wouldn’t give myself a seven is because my outline isn’t exactly done yet. I know what my main points are and so the group is able to go from those. However, I am still trying to put the finishing touches on it. This may prohibit me from being able to practice as much as I should before we rehearse as a group. I know I will be ready by Friday though. I haven’t been a total slacker the whole time though. I have attended all the meetings. I gave input when it was needed and helped the group brainstorm ideas for the various parts of the project. When it came to finishing the PowerPoint, I made several contributions. Now that I look back, I realize that I could have done more, especially when it came to helping everyone else do research and find supporting material.

Working in this particular group has been a good experience overall. It was refreshing for me to be in a group with other people that were willing to work and do what needed to be done without being asked. While we were thinking of ideas for main points, I found it extremely helpful to have other peoples’ opinions on what topics would work and what other ones could be changed. One thing I didn’t like about my group was that we didn’t really take the time to make
sure everyone was on the same page about the main points. It would have been nice if when we were writing our speeches, if we had done it together. That way we could have made our speeches more united. I have learned a great deal from the speech. Not only have I become more knowledgeable about postpartum depression, but I have also learned more about working in groups. I now know that it is very helpful to establish group goals and rules right away. This helped us stay focused and made sure that everyone knew what was expected. Establishing deadlines was good because we were able to get more accomplished. Like I stated earlier, I thought that, overall, my group experience was a positive one.
MODERATOR PREPARATION OUTLINE
THE ACTUATION PERSUASIVE SYMPOSIUM SPEECH

Introduction
I. Attention Catcher:

II. Listener Relevance:

III. Speaker Credibility:

IV. Thesis Statement:

V. Preview:

Transition (optional):

Body
I. First Main Point:

Transition from introduction to first main point:

II. Second Main Point:

Transition from first main point to second main point:

III. Third Main Point:

Transition from second main point to third main point:
Conclusion

I. Thesis restatement:

II. Main point summary:

III. Clincher:
MEMBER PREPARATION OUTLINE
THE ACTUATION PERSUASIVE SYMPOSIUM SPEECH

Be sure to label listener relevance links and learning styles where appropriate.

Introduction
I. Attention Catcher:

II. Listener Relevance:

III. Speaker Credibility:

IV. Thesis Statement:

V. Preview:

Transition (optional):

Body
I. First Main Point:
   A. Subpoint
   B. Subpoint

Transition:
II. Second Main Point:
   A. Subpoint
   B. Subpoint

Transition (optional):

Conclusion
I. Thesis restatement:

II. Main point summary:

III. Clincher:

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GROUP PREPARATION OUTLINE
THE ACTUATION PERSUASIVE SYMPOSIUM SPEECH

Be sure to label listener relevance links and learning styles where appropriate.

**Introduction**

I. **Attention Catcher**

II. **Listener Relevance Link:**

III. **Speaker Credibility:**

IV. **Thesis Statement:**

V. **Preview:**

*Transition (optional):*

**Body**

I. **First Main Point:**
   A. Subpoint
      1. Sub-Subpoint
      2. Sub-Subpoint
   B. Subpoint
      1. Sub-Subpoint
      2. Sub-Subpoint

*Transition:*

II. **Second Main Point:**
   A. Subpoint
      1. Sub-Subpoint
      2. Sub-Subpoint
B. Subpoint
   1. Sub-Subpoint
   2. Sub-Subpoint

Transition:

III. Third Main Point:
   A. Subpoint
      1. Sub-Subpoint
      2. Sub-Subpoint
   B. Subpoint
      1. Sub-Subpoint
      2. Sub-Subpoint

Transition (optional):

Conclusion
I. Thesis restatement:
II. Main point summary:
III. Clincher:

References
List the references you used in the speech. Format them according to APA style.