Com 181: Public Speaking

Deanna Sellnow
University of Kentucky
## Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Course Syllabus &amp; Icebreakers</td>
<td>3</td>
</tr>
<tr>
<td>2: Public Speaking Basics</td>
<td>12</td>
</tr>
<tr>
<td>3: Outlining</td>
<td>32</td>
</tr>
<tr>
<td>4: Ethics</td>
<td>37</td>
</tr>
<tr>
<td>5: Informative Speeches</td>
<td>46</td>
</tr>
<tr>
<td>6: Persuasive Speeches</td>
<td>67</td>
</tr>
<tr>
<td>7: Special Occasion Speeches/Impromptus</td>
<td>108</td>
</tr>
<tr>
<td>8: Reflection Papers</td>
<td>130</td>
</tr>
</tbody>
</table>
COURSE SYLLABUS

- Syllabus
- Weekly Schedule
- Autograph Party
- Student Personal Information Form
Catalog Description: A course designed to give the student platform experience in the fundamentals of effective speaking.

Course Meeting Times & Location: __________________________

Instructor: __________________________

Office & Office Hours: __________________________

Phone: __________________________

Email: __________________________

Course Goal: The goal of this course is to help students become better public communicators. We intend to help students learn both how to speak effectively in public and why some people are more effective and others less effective as public speakers. Hence, students will become better speakers and consumers of public communication.

Objectives and Performance Criteria:

1. Students will develop effective public speech content. (They will identify a clear goal and rationale, as well as use appropriate rhetorical appeals, supporting material—properly credited, and presentational aids to construct coherent arguments.)
2. Students will conduct audience analysis to adapt speeches effectively to listeners’ goals and desires. (Listener relevance links will be integrated throughout their speeches.)
3. Students will organize their speeches effectively. (They will construct preparation, formal and speaking outlines that meet the macrostructural and microstructural goals of each speech assignment.)
4. Students will deliver their speeches effectively. (Students will manage anxiety and demonstrate effective use of voice and body that meet the goals of each assignment.)
5. Students will listen and critique public speeches effectively. (Students will demonstrate critical listening skills and prepare constructive written critiques of classmate and professional public speeches.)
6. Students will articulate the value of effective public speaking and critiquing skills in professional and personal settings. (Students will demonstrate understanding through written work and oral performance.)

Required Textbook and Materials:

Sellnow, D. Confident Public Speaking. (ISBN # 1424079543)
Workbook accessible at http://comm.uky.edu/courses/com181
Portfolio folder
3 x 5 inch index cards
Academic Honesty (plagiarism and cheating):

Work submitted for this course must adhere to academic standards as described in the UK Student Rights and Responsibilities Handbook. This information is also available on the web at: http://www.uky.edu/StudentAffairs/Code/. Penalties for plagiarism or cheating can result in an “E” for the entire course.

If you have a question about whether you may be plagiarizing, please (a) consult the website: http://www.uky.edu/CommInfoStudies/COM/students/resources/integrity or (b) contact your instructor or the Director of Undergraduate Studies in Communication (Dr. Deanna Sellnow) prior to delivering your speech.

If you suspect cheating by a classmate, you can report your concern anonymously via: http://comm.uky.edu/surveys/contactus/cheating.html. Your message will be sent to the Department Chair (Dr. Nancy Harrington) and to your instructor. Unless you include your name, the message cannot be traced back to you.

Classroom Civility:

1. Always demonstrate respect for your instructor and fellow students.
2. Display a positive attitude about classroom participation.
3. Use inclusive and respectful language.
4. Cell phones and pagers must be turned OFF (not just on silent) during class time.

Attendance:

Speech Days:
Students are required to attend class whenever any student is scheduled to speak. If you miss class on a speaking day, points will be deducted from your course grade total as follows: 3/week- 10 points for each missed day; 2/week classes—15 points for each missed day; 1/week classes—30 points for each missed day.

You are expected to be in class and to participate fully every day so you can benefit as much as possible from this course. This means you are expected to (a) read and consider applications of the information before coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c) work to facilitate classroom interaction.

In order to accomplish course goals, you need to be in class every day. If you are absent on a day when an assignment is due or an exam is given, you will be allowed to hand in or make-up that work only if the absence is officially excused. You may be asked to provide official written documentation for absences. Excuses for university-sponsored activities must be made prior to such absences. No make-up work is available for in-class exercises, workshops, or exams unless prior arrangements are approved by me.

Absences beyond two per semester will be penalized by dropping your final course grade 5% (1/2 letter grade) for each such absence.

For any emergency situation that arises, call the department office (257-3622) and leave a message. Or, e-mail your instructor as soon as you know about the situation.
RESEARCH POLICY:

The Department of Communication is committed to involving undergraduate students in scholarly research so that they may understand the importance of generating new knowledge at the University of Kentucky as a major research institution.

Students in this class are required to complete 1 research study for 1 research credit. (If you are enrolled in additional COM courses that have research requirements, you are responsible for participating in additional research studies, up to a maximum of 2 studies/credits). Detailed information about research studies and the available session times to sign up are available on the SONA website: [http://comm.uky.edu/research/signup](http://comm.uky.edu/research/signup).

Failure to participate in a research study or completion of the designated alternative assignment will result in a 5% deduction in your final course grade. *It is your responsibility to regularly check the SONA website to keep track of the completion of your research credit and the deadlines and dates of the research studies.*

**Note:** Credit for participation is recorded by the researcher on a rolling basis; the deadline for researchers to record all credit is December 5th. If you have a question as to whether you have met the study requirements, please contact the researcher.

Tutoring:

In addition to contacting your instructor by phone, email, or during their scheduled office hours, the department offers additional help sources:

1. The COM 181 website: [http://comm.uky.edu/courses/com181/](http://comm.uky.edu/courses/com181/)
2. Communication consultant for help with speech delivery: Cyndy Harbett Miller at CHMiller12@aol.com, or by phone at (859) 257-6137, or stop by her office at 250 EGJ. Contact her to make an appointment for special tutoring.
3. Tutoring help with writing skills. Contact the Writing Center in the W. T. Young Library at (859) 257-1356 or online at: [http://www.uky.edu/AS/English/wc/](http://www.uky.edu/AS/English/wc/)

Special Needs:

Any students who need special accommodations for learning or who have special needs are invited to share these concerns or requests with the instructor as soon as possible.

Grievance Procedure:

Occasionally, students are unsatisfied with some dimension of the course. In such cases, students should schedule a meeting, first, with the instructor. If the student and instructor cannot reach a satisfactory resolution, the students should schedule a meeting with the Director of Undergraduate Studies in Communication, Dr. Deanna Sellnow at Deanna.Sellnow@uky.edu. Students who remain dissatisfied should schedule a meeting with the Department Chair (Dr. Nancy Harrington).

Assignments: The following assignments must be completed to earn a grade in COM 181. These assignments consist of major and minor oral speeches, outlines, speech critiques and papers, and quizzes/comprehensive exam.
Oral Speeches and Outlines
ALL speeches (minor and major) must be delivered to earn a grade in the course.

Minor Speech Assignments (all worth 10 points each; 30 points total for minor speeches)

1. Informative Speech of Self-Introduction (10 pts)
   This 2-3 minute speech is an opportunity to inform your listeners about yourself. Your goal is to share some aspects of your personal life with your listeners. The lectern is not allowed. An extemporaneous delivery style is required. You must speak from a speaking outline (notes) using no more than two 3x5 inch index cards (one side only).

2. One Impromptu Speech (10 pts)
   This 1-2 minute impromptu speech will be delivered once during the semester and the topics will be chosen by your instructor. Impromptu speeches are given with little to no preparation. The lectern is not allowed. An extemporaneous delivery style is required. You must prepare a speaking outline in class using no more than one 3x5 index card for each (one side only).

3. Special Occasion Speech with manuscript (10 pts)
   This 2-3 minute speech will be delivered during finals week. The specific topic and type of special occasion speech will be chosen by your instructor. The lectern is not allowed. You must prepare a manuscript.

Major Speech Assignments (Speeches = 106 Points Total; Outlines = 20 points)

1. Informative Speech with Presentational Aids (Speech = 50 pts; Outlines=10 pts)
   This 4-5 minute informative speech of description, explanation, or demonstration must cite at least three oral footnotes and use at least two different presentational aids. The lectern is not allowed. An extemporaneous delivery style is required. Points will be deducted for going over or under the time limits, for not using a speaking outline, or for using more than four 3x5 inch index cards (one side only).

2. Actuation Persuasive Symposium Speech: Practice Version
   You will have the opportunity to practice the speech discussed below in class to gather feedback from your classmates and instructor before giving the speech for points. You cannot earn points for the final actuation speech unless you present the practice version.

3. Actuation Persuasive Symposium Speech (Speech=56 pts; Outlines=10 pts)
   This 16-20 minute speech will be presented in groups of 4-5 persons per group. Your group must attempt to motivate listeners to act or to change their behavior in some way. Your group can use a problem/solution, problem/cause/solution, or motivated sequence design. PowerPoint slides and the lectern are required for this speech. Each presenter must have at least one outside source and at least 10 total sources per group. Each presenter will earn an individual grade (35 points) and a group grade (21 points) for this speech. Part of the group grade will be determined by the Group Dynamics Paper completed by group members. You have to complete both speeches in order to earn the 56 points.
Speech Critiques, Papers, and Other Assignments (110 points):

1. **Self Critiques (2 at 5 points each=10 points)**
   - You will complete a self critique for the speech of self-introduction and informative speeches.

2. **Classmate Critiques (2 at 5 points each= 10 points)**
   - You will complete two classmate critiques for the informative speech.

3. **Professional Speaker Critiques (2 @ 25 points each = 50 points)**
   - You will complete two 2-3 page typed critiques of professional speakers whom you observe in the community. This person cannot be an instructor in a course. It must be a live performance of a professional speaker. Verify your choice of speaker with your instructor.

4. **Reflection Papers (2 at 10 points each= 20 points)**
   - You will be required to attend two on-campus events throughout the semester (such as a sporting event or arts event). Using a prompt found on the course website, you will complete two 1-2 page typed single-spaced reflection papers throughout the semester based on your experience at the event.

5. **Group Dynamics Paper (10 pts)**
   - This 1-2 page, typed, single-spaced paper will be handed in with your group actuation speech assignment at the end of the semester. You will evaluate your group members, including yourself, based on your experiences working with your group on your speech project.

6. **Pre and Post-Test Assessment (5 points each = 10 pts)**
   - Each Com181 student will be required to complete a pre-test at the beginning of the semester and a post-test at the end of the semester for departmental assessment purposes. You can find these surveys at the following link: [http://comm.uky.edu/courses/com181/survey](http://comm.uky.edu/courses/com181/survey). These will be completed online and you will receive 10 pts for completing them. You have to complete both tests to receive credit. Each test will take approximately 20 minutes to complete.

**Quizzes (10 pts each, 90 points total):**
- There will be 10 quizzes throughout the semester. These quizzes will measure student comprehension of textbook content/readings. Format will consist of T/F and M/C. You can drop your lowest quiz grade.

**Comprehensive Exam (50 points):**
- You will be given one comprehensive exam at the end of the semester (not during finals week). This will cover material learned in class and in your textbook. Format will consist of T/F, M/C, short answer, and essay.

**Participation Points (up to 25 points):**
- Periodically, you will earn credit for in-class activities and small assignments. These points can NOT be made up.

**Grading:**

- 100%- 90% = A
- 89%- 80%=B
- 79%- 70%=C
- 69%-60%=D
- 59% & below=F
AUTOGRAPH PARTY

Goal: This activity is designed to help you get to know your classmates.

Rationale: One of the primary reasons people experience public speaking anxiety is because they have a "fear of the unknown." Part of this fear stems from the fact that their audience is made up of strangers. One way to reduce this fear and, consequently, reduce the anxiety that stems from it, is to engage in activities that acquaint speakers with their listeners before they actually present a formal speech.

Directions: Try to find a classmate who fits each description below. Have the classmate sign this sheet next to the appropriate description. You must find a different person for each description. Each person may sign only one line.

FIND SOMEONE WHO

... is an only child. ______________________________________
... skipped breakfast today. ______________________________________
... drives a foreign car. ______________________________________
... was born west of the Mississippi River. _________________________________
... isn’t getting enough sleep. ______________________________________
... plays a musical instrument. ______________________________________
... was born in July. ______________________________________
... is a parent. ______________________________________
... is left-handed. ______________________________________
... engages in aerobic activity. ______________________________________
... has an unusual hobby. ______________________________________
... is married. ______________________________________
... knows someone whom you know. ______________________________________
... has schedule problems. ______________________________________
... writes poetry. ______________________________________
... has traveled overseas. ______________________________________
... is in love. ______________________________________
... speaks a language besides English. ______________________________________
... has the same major as you. ______________________________________
... has eaten liver and onions. ______________________________________
STUDENT PERSONAL INFORMATION FORM

Goal: This form will help the instructor get to know you better.

Rationale: Public speaking fundamentals benefit different students in different ways. The instructor needs to know a bit more about you in order to tailor aspects of the course to your unique interests and needs.

Your Name: ______________________  Section: ______________________

Telephone Number: _______________  Email: ______________________

1. What are two goals you can identify that you hope to gain from taking this class?

2. What is/are your academic areas of interest?

3. Describe your writing ability.

4. Describe your speaking ability.

5. What experience(s) have you had with public speaking?

6. Do you enjoy/fear/avoid speaking in front of groups? Why or why not?

7. What special interests or hobbies do you have?

8. What sorts of things do you enjoy reading?

9. What are your favorite television programs? Why?

10. In what occupation are you most interested?

11. What do you plan to be doing five years from now?

12. What are your pet peeves?

13. Do you have any special needs I should know about?
PUBLIC SPEAKING BASICS

• Coping with Anxiety
  PRPSA
  Strategies for Coping with Anxiety

• Learning Cycle
  Integrated Learning Cycle
  Dimensions in Content, Structure
  and Delivery

• Developing Language
  Avoiding Bias
  Inclusive
  Creative

• Presentational Aids
PUBLIC SPEAKING BASICS

ANXIETY AND PUBLIC SPEAKING

PRPSA (PERSONAL REPORT OF PUBLIC SPEAKING ANXIETY)

Goal: This exercise will reveal your level of anxiety on a scale ranging from low, to moderately low, to moderate, to moderately high, to high.

Rationale: Since about 3/4 of the United States population experiences anxiety, you probably already know whether you feel anxious about speaking in public. What you may not realize, however, is how many of your classmates feel the same way. This activity provides a means by which to illustrate the pervasive nature of public speaking anxiety. In other words, you are NOT alone.

Directions: The following is composed of thirty-four statements concerning feelings about communicating with other people. Indicate the degree to which the statements apply to you by marking whether you (1) strongly agree, (2) agree, (3) are undecided, (4) disagree, or (5) strongly disagree with each statement. Work quickly; just record your first impression.

____ 1. While preparing a speech I feel tense and nervous.

____ 2. I feel tense when I see the words speech and public speech on a course outline when studying.

____ 3. My thoughts become confused and jumbled when I am giving a speech.

____ 4. Right after giving a speech I feel that I have had a pleasant experience.

____ 5. I get anxious when I think about an upcoming speech.

____ 6. I have no fear of giving a speech.

____ 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.

____ 8. I look forward to giving a speech.

____ 9. When the instructor announces a speaking assignment in class I can feel myself getting tense.

____ 10. My hands tremble when I am giving a speech.

____ 11. I feel relaxed while giving a speech.

____ 12. I enjoy preparing for a speech.

____ 13. I am in constant fear of forgetting what I prepared to say.

____ 14. I get anxious if someone asks me something about my topic that I do not know.

____ 15. I face the prospect of giving a speech with confidence.

____ 16. I feel that I am in complete possession of myself while giving a speech.
17. My mind is clear when giving a speech.
18. I do not dread giving a speech.
19. I perspire just before starting a speech.
20. My heart beats very fast just as I start a speech.
21. I experience considerable anxiety while sitting in the room just before my speech starts.
22. Certain parts of my body feel very tense and rigid while giving a speech.
23. Realizing that only a little time remains in a speech makes me very tense and anxious.
24. While giving a speech I know I can control my feelings of tension and stress.
25. I breathe faster just before starting a speech.
26. I feel comfortable and relaxed in the hour or so just before giving a speech.
27. I do poorly on speeches because I am anxious.
28. I feel anxious when the teacher announces the date of a speaking assignment.
29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
30. During an important speech I experience a feeling of helplessness building up inside me.
31. I have trouble falling asleep the night before a speech.
32. My heart beats very fast while I present a speech.
33. I feel anxious while waiting to give my speech.
34. While giving a speech I get so nervous I forget facts I really know.

To determine your score on the PRPSA, complete the following steps:
1. Add the scores for items 1, 2, 3, 5, 9, 10, 13, 14, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, and 34.
2. Add the scores for items 4, 6, 7, 8, 11, 12, 15, 16, 17, 18, 24, and 26.
3. Complete the following formula: PRPSA = 132 - (total from step 1) + (total from step 2).
4. Your score on the PRPSA can range between 34 and 170:
   34-84 indicate a very low anxiety about public speaking.
   85-92 indicate a moderately low level of anxiety about public speaking.
   93-110 suggests moderate anxiety in most public speaking situations but not so severe that the individual cannot cope and be a successful speaker.
   111-119 suggest a moderately high anxiety about public speaking. People with such scores will tend to avoid public speaking.
   120-170 indicate a very high anxiety about public speaking. People with these scores will go to considerable lengths to avoid all types of public speaking situations.
Computing Your Score:

A: ____________________________ (TOTAL FROM ADDING #1 RESULTS)

B: ____________________________ (TOTAL FROM ADDING #2 RESULTS)

(132 - A) + B = __________

(PRPSA)

COPING WITH ANXIETY:

Techniques for Controlling Your Speech Anxiety

1. **Be prepared to speak.** One of the biggest causes of speech anxiety is lack of preparation. If you think you can research a topic, organize your materials, type your outline, prepare your notes, practice your speech without relying on your notes, and incorporate a visual aid or object, *on the night before you are scheduled to speak*, you most certainly will have speech anxiety.

2. **Focus on your message.** If you concentrate on getting your message across to the listener rather than thinking about what your audience is thinking of you, you should experience less speech anxiety.

3. **Nobody "bats" 1000!** Understanding that you will make some mistakes while speaking should help you to keep the speaking situation in perspective. The important thing about the speech experience is that the audience *wants you* to succeed. As a speaker, let the little mistakes go by—there is very little you can do once they occur—and keep the main ideas coming through clearly. When your speech is over, your audience will most likely not even remember what you thought were "major league" errors.

4. **Never apologize for your nervousness.** Although some beginning speakers believe alerting an audience to their nervousness will enhance their effectiveness, it is not true. Letting listeners know about our nervousness usually causes them to focus on our symptoms of nervousness rather than on our message.

5. **Keep the speech in perspective.** After all, the speech is simply "a speech." When it is over you should still be breathing. Your life will go on as it did before you spoke. Try not to put additional pressure on yourself by overemphasizing the importance of the speaking opportunity.

6. **Try mental and physical exercises to help reduce your speech anxiety.** There are many exercises you might try to reduce your speech anxiety that include mental and physical exercises. Try thinking of your favorite spot—a quiet place where you have peace and solitude for a few minutes just before you get up to speak. Although certain strenuous physical exercises help relieve the stress of having to speak, they are not always possible moments before you must speak in a class or public meeting. As such, try isometric exercises which might involve making a tight grip with your hands, pressing your fingers or palms together, or pushing your heels together prior to speaking. Taking a deep breath before rising to speak also releases pent up nervousness.

7. **Monitor your speech anxiety while you speak.** Even though you might feel as if the entire class were observing your knees shaking or hearing your voice quiver, usually the speech anxiety you experience is not as obvious as you might think. You might try to gesture or even move from one point to another in front of your audience. Pushing down on your big toes—without locking your knees—while speaking can also help to drive your nervousness right out.

8. **As a safeguard, build a visual aid and/or physical activity into your speech.** Showing the object or visual aid will help you concentrate more on your speech and less on your nervousness.
LEARNING STYLES AND PUBLIC SPEAKING

The concept of learning styles differences has been receiving a great deal of attention by educational psychologists during recent years. Communication researchers have only begun to realize that how you address learning styles in your public speeches makes a difference in terms of how effectively you reach your listeners. For listeners to grasp the content of your speeches most effectively, it is necessary to present information visually, orally, and actively. It is also necessary to present ideas in ways that address each of four different stages of learning. Doing so ensures that you are reaching the diverse preferences represented in your audience.

FOUR STAGES OF LEARNING

There are a number of theories about learning styles. Kolb's (1984) theory is probably the most widely accepted model available at this time. He claims that when we learn, we actually go through a series of four stages. In order to process our experiences, we must experience each of these four stages of understanding. Different people, however, prefer to spend more time in one particular stage rather than the others.

Stage 1:

During Stage 1, we are looking for reasons for learning information. We try to discover personal connections with the content.

*Typical Questions:* Why are we learning this? How will learning this help us in other aspects of our lives? Where does this occur?

*In Terms of Public Speaking:* Listeners engaged in Stage 1 are looking for listener relevance links, as well as examples where these ideas occur in a variety of real life contexts.

Stage 2:

During Stage 2, we are striving to absorb the information presented. We have already decided we want to learn the information. In this stage, we are eager to learn simply for the sheer pleasure of learning.

*Typical Questions:* What strategies, ideas, techniques, or methods are important? What are the important facts? What is important to remember?

*In Terms of Public Speaking:* Listeners engaged in Stage 2 are looking for lots of facts, definitions, and explanations (cited effectively). They are looking for information that is presented in an orderly and concise manner.

Stage 3:

During Stage 3, we are desiring opportunities to experiment with the ideas presented. We want to see if these "facts" really work in daily life. We want to know about specific examples and applications of these ideas in the real world.

*Typical Questions:* Is this idea usable? Can I use this information to improve my own current situation? What are some practical applications of these ideas?

*In Terms of Public Speaking:* Listeners engaged in Stage 3 are looking for specific applications of the idea. They are looking for the bottom line. What's a workable solution to a problem? What is the best answer?

Stage 4:

During Stage 4, we are concerned about how we can use what we learn to make our lives better and the world a better place. We want to engage with others in group activities, conversations, and interactions.

*Typical Questions:* Where else in my life could I use this information or skill? How do these ideas help me understand other aspects of my life and of the world as a whole? What do other people think about these ideas?

*In Terms of Public Speaking:* Listeners engaged in Stage 4 are looking for places where the concept can be extended beyond knowledge and understanding and beyond application to extensions and integrations.
with other fields of study, with other areas of life, and with other people's lives. They are looking for well-developed conclusions that may even raise additional questions.

FOUR PREFERRED LEARNING STYLES

Diverger: If you prefer to learn in the ways described in Stage 1, you are a diverger. Although you also learn in other ways, this is your preferred learning style. You prefer learning things that you feel are important and relevant to you today. You look for personal meaning. You like to consider a variety of perspectives on a topic. You enjoy "feeling" and "watching."

Assimilator: If you prefer to learn in the ways described in Stage 2, you are an assimilator. Although you also learn in other ways, this is your preferred learning style. You like to take the time to plan things out and understand the details of material accurately. You look for orderly and detailed presentation of information. You enjoy "watching" and "thinking."

Converger: If you prefer to learn in the ways described in Stage 3, you are a converger. Although you also learn in other ways, this is your preferred learning style. You like to see direct application of ideas to real life situations. You like to get to the "bottom line." You enjoy "thinking" and "doing."

Accommodator: If you prefer to learn in the ways described in Stage 4, you are an accommodator. Although you also learn in other ways, this is your preferred learning style. You like to practice what you have learned. You like hands-on activities. You like connecting with others to consider ways of extending ideas. You like to come up with new questions. You enjoy "doing" and "feeling."

Remember that each listener may prefer learning in a particular way; however, all listeners benefit from messages that address each learning style stage and round the entire cycle of learning.
KOLB’S PREFERRED LEARNING STYLE
PERSONAL INVENTORY

Goal: This exercise will reveal the style of learning you prefer. We all tend to learn in four general ways, however, each of us tends to prefer a certain style.

Rationale: It is important to develop the ability to learn material in a variety of ways. Different members of your audience will better grasp your ideas when presented in a manner that addresses their preferred learning style. Beginning public speakers, however, tend to present ideas in ways that address their own preferred learning style. This comes at the expense of reaching those listeners who learn better when material is presented in a different way. By first understanding your own preferred learning style, you can better develop speeches that present material in a variety of ways in order to address the diverse learning styles represented in your listeners and to round the entire cycle of learning.

STEP ONE
Directions: Complete the Learning Style Inventory (LSI) on the following page to discover more about your own preferred learning style. Recall a classroom experience or experiences you enjoyed. Then, using the spaces provided, place a “4” in the blank describing what is most like you. Continue ranking the descriptions down to “1” for the description that seems least like you. The inventory does not allow for ties. Do this inventory quickly. There are no “right” answers.

STEP TWO
Directions: Score your inventory. Add the numbers for each column.

STEP THREE
Directions: Plot the totals for each category with an “✕” on the Style Graph on the following page. You should have four ✖’s on the graph when you have completed this step.

STEP FOUR
Directions: Draw straight lines to connect the four ✖’s. Each line on this graph stands for a different stage and style of learning.

Your learning style graph might resemble any of these:

- **Diverger (Stage 1 preference)**

- **Assimilator (Stage 2 preference)**

- **Converger (Stage 3 preference)**

- **Accommodator (Stage 4 preference)**
### LEARNING-STYLE INVENTORY

<table>
<thead>
<tr>
<th></th>
<th>I like to deal with my feelings</th>
<th>I like to watch and listen</th>
<th>I like to think about ideas</th>
<th>I like to be doing things</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When I learn:</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>2. I learn best when:</td>
<td>— I trust my hunches and feelings</td>
<td>— I listen and watch carefully</td>
<td>— I rely on logical thinking</td>
<td>— I work hard to get things done</td>
</tr>
<tr>
<td>3. When I am learning:</td>
<td>— I have strong feelings and reactions</td>
<td>— I am quiet and reserved</td>
<td>— I tend to reason things out</td>
<td>— I am responsible about things</td>
</tr>
<tr>
<td>4. I learn by:</td>
<td>— feeling</td>
<td>— watching</td>
<td>— thinking</td>
<td>— doing</td>
</tr>
<tr>
<td></td>
<td>— I am open to new experiences</td>
<td>— I look at all sides of issues</td>
<td>— I like to analyze things, break them down into their parts</td>
<td>— I like to try things out</td>
</tr>
<tr>
<td>5. When I learn:</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>6. When I am learning:</td>
<td>— I am an intuitive person</td>
<td>— I am an observing person</td>
<td>— I am a logical person</td>
<td>— I am an active person</td>
</tr>
<tr>
<td>7. I learn best from:</td>
<td>— personal relationships</td>
<td>— observation</td>
<td>— rational theories</td>
<td>— a chance to try out and practice</td>
</tr>
<tr>
<td>8. When I learn:</td>
<td>— I feel personally involved in things</td>
<td>— I take my time before acting</td>
<td>— I like ideas and theories</td>
<td>— I like to see results from my work</td>
</tr>
<tr>
<td>9. I learn best when:</td>
<td>— I rely on my feelings</td>
<td>— I rely on my observations</td>
<td>— I rely on my ideas</td>
<td>— I can try things out for myself</td>
</tr>
<tr>
<td>10. When I am learning:</td>
<td>— I am an accepting person</td>
<td>— I am a reserved person</td>
<td>— I am a rational person</td>
<td>— I am a responsible person</td>
</tr>
<tr>
<td>11. When I learn:</td>
<td>— I get involved</td>
<td>— I like to observe</td>
<td>— I evaluate things</td>
<td>— I like to be active</td>
</tr>
<tr>
<td>12. I learn best when:</td>
<td>— I am receptive and open-minded</td>
<td>— I am careful</td>
<td>— I analyze ideas</td>
<td>— I am practical</td>
</tr>
</tbody>
</table>

**TOTAL the scores from each column**

| Column 1 | Column 2 | Column 3 | Column 4 |

---

McBer & Company

Copyright © 1981 David A. Kolb, revised 1985. All rights reserved.
Reproduced with permission from McBer & Company
800.729.8074

20
THE CYCLE OF LEARNING

The four columns that you have just totaled relate to the four stages in the Cycle of Learning from Experience. There are four learning modes in this cycle: Concrete Experience (CE), Reflective Observation (RO), Abstract conceptualization (AC), and Active Experimentation (AE). Enter your total scores from each column:

- Column 1 (CE): □
- Column 2 (RO): □
- Column 3 (AC): □
- Column 4 (AE): □

In the diagram below, put a dot on each of the lines to correspond with your CE, RO, AC, and AE scores. Then connect the dots with a line so that you get a “kite-like” shape. The shape and placement of this kite will show you which learning modes you tend to use most and which you use least.

Concrete Experience (CE)
("Feeling")

Abstract Conceptualization (AC)
("Thinking")

The LSI is a simple test that helps you understand your strengths and weaknesses as a learner. It measures how much you rely on four different learning modes that are part of a four-stage cycle of learning. Different learners start at different places in this cycle. Effective learning uses each stage. You can see by the shape of your profile (above) which of the four learning modes you tend to prefer in a learning situation.

Copyright © 1981 David A. Kolb, revised 1985. All rights reserved.
Reproduced with permission from McBer & Company 800.729.8074
LEARNING-STYLE TYPE GRID

Take your scores for the four learning modes, AC, CE, AE, and RO, listed on page 21, and subtract as follows to get your two combination scores:

A positive score on the AC–CE scale indicates that your score is more abstract. A negative score on the AC–CE scale indicates that your score is more concrete. Likewise, a positive or negative score on the AE–RO scale indicates that your scores are either more active or more reflective.

By marking your two combination scores, AC–CE and AE–RO, on the two lines of the following grid and plotting their point of interception, or data point, you can find which of the four learning styles you fall into. These four quadrants, labeled Accommodator, Diverger, Converger, and Assimilator, represent the four dominant learning styles.

The quadrant of the Learning-Style Type grid into which your data point falls shows your preferred learning style. For example: If your AC–CE score was −8 and your AE–RO score was +15, you style would fall into the Accommodator quadrant. An AC–CE score of +7 and AE–RO score of +10 would fall into the Converger quadrant. The closer the data point is to the center of the grid, the more balanced your learning style. If the data point falls near any of the far corners of the grid, you tend to rely heavily on one particular learning style.

Copyright © 1981 David A. Kolb, revised 1985. All Rights Reserved. Reproduced with permission from McBer & Company 800.729.8074
THE FOUR LEARNING-STYLE TYPES

Converger
Combines learning steps of Abstract Conceptualization and Active Experimentation
People with this learning style are best at finding practical uses for ideas and theories. If this is your preferred learning style, you have the ability to solve problems and make decisions based on finding solutions to questions or problems. You would rather deal with technical tasks and problems than with social and interpersonal issues. These learning skills are important for effectiveness in specialist and technology careers.

Diverger
Combines learning steps of Concrete Experience and Reflective Observation
People with this learning style are best at viewing concrete situations from many different points of view. Their approach to situations is to observe rather than take action. If this is your style, you may enjoy situations that call for generating a wide range of ideas, as in brainstorming sessions. You probably have broad cultural interests and like to gather information. This imaginative ability and sensitivity to feelings is needed for effectiveness in arts, entertainment, and service careers.

Assimilator
Combines learning steps of Abstract Conceptualization and Reflective Observation
People with this learning style are best at understanding a wide range of information and putting it into concise, logical form. If this is your learning style, you probably are less focused on people and more interested in abstract ideas and concepts. Generally, people with this learning style find it more important that a theory have logical soundness than practical value. This learning style is important for effectiveness in information and science careers.

Accommodator
Combines learning steps of Concrete Experience and Active Experimentation
People with this learning style have the ability to learn primarily from “hands-on” experience. If this is your style, you probably enjoy carrying out plans and involving yourself in new and challenging experiences. Your tendency may be to act on “gut” feelings rather than on logical analysis. In solving problems, you may rely more heavily on people for information than on your own technical analysis. This learning style is important for effectiveness in action-oriented careers such as marketing or sales.

Self-Scoring LSI

Copyright © 1981 David A. Kolb, revised 1985. All rights reserved.
Reproduced with permission from McBer & Company    800.729.8074

1 The Learning-Style Inventory is based on several tested theories of thinking and creativity. The ideas behind assimilation and accommodation originate in Jean Piaget’s definition of intelligence as the balance between the process of adapting concepts to fit the external world (accommodation) and the process of fitting observations of the world into existing concepts (assimilation). Convergence and divergence are the two essential creative processes identified by J.P. Guilford’s structure-of-intellect model.
ADDRESSING DIVERSE LEARNING STYLES

To be most effective as a public speaker, you must present your ideas in a variety of ways that address the different learning styles represented in your audience. You can safely assume that not all listeners prefer the same learning style as you do. You also realize that the most effective learning is the kind that takes listeners through each of the four stages of the learning cycle. So, avoid the temptation to rely too heavily on presenting material geared mainly toward your own preferred learning style. Doing so both ignores the needs of those listeners who do not share your preferred learning style and fails to present ideas that take listeners through the four-stage cycle of learning.

There are specific strategies you ought to employ when researching, when preparing and outlining, and when rehearsing your speech to help insure that your public speech addresses a variety of learning styles.

1. **When researching:** Collect supporting material that comes from a variety of different resources. Use library materials, personal interviews, and surveys. Also, collect a variety of kinds of supporting material, such as examples and stories, definitions and explanations, personal testimonies, facts and statistics, and analogies that compare or contrast your ideas with related information.

2. **When preparing and outlining:** Consider the needs of some learners to follow an orderly pattern of thought. Consider presenting your ideas with the help of visual, audio, and audiovisual aids. Visual aids may help “watchers” grasp ideas. Aids that show real life contexts may help “feelers.” Aids that present multiple perspectives may help “thinkers.” Aids that encourage interaction may help “doers.” Consider using listener relevance links throughout the speech to clarify how your topic may be applied in listeners’ real life experiences. Consider incorporating an experiential opportunity for listeners to try during or after the presentation.

3. **When rehearsing:** Practice using emotional conviction in your voice to address “feelers.” Practice using gestures and facial expressions to address “feelers” and “watchers.” Practice using your visual aids effectively for “watchers” and “thinkers.” Practice talking through an activity or experiential activity to address the “doers.”

In sum, diversity and variety in supporting material, structural methods, and presentational style all contribute to moving listeners effectively through the four stages of learning. Doing so also ensures a public speech that addresses the different preferred learning styles of your listeners.
INTEGRATING LEARNING CYCLE DIMENSIONS:  
Content, Structure, and Delivery

It is a good idea to round the circle of learning more than once in your presentation to help the entire audience understand and remember (learn) your presentation materials. Below is a list of ideas to help you connect with the different learning style dimensions throughout your presentation. This list is not exhaustive and some of the items may cross learning style dimensions depending on how you use them in your speech. It is important for you as the speaker to consider how to address all of the different learning style dimensions in your presentation.

You will be asked by your instructor to identify specifically where in your speech that you are attempting to reach the different learning style dimensions. Identify each dimension in your formal outline by placing labels within your outline to show your instructor specifically where you are addressing each. Label the learning styles by typing [Watching], [Thinking], [Doing], [Feeling], or a combination such as [Watching, Feeling] in your formal outline.
DEVELOPING UNBIASED LANGUAGE

As a speaker, your choice of language is a powerful tool which can have both positive and negative effects upon your credibility. The use of biased language may alienate listeners, reducing your effectiveness as a speaker. The following suggestions are taken from the 5th edition of the Publication Manual of the American Psychological Association (Washington, D.C.: APA, 2001), pp. 61–76.

**Be specific to avoid stereotypic bias**

**Problematic:**
The client’s behavior was typically female

**Preferred:**
The client’s behavior was [specify].

**Be sensitive to labels**

**Problematic:**
There were 300 Orientals.
The elderly
Girls and men

**Preferred:**
There were 300 Asian participants.
Older people
Women and men

**Acknowledge participation**

**Problematic:**
Our study included 60 subjects.
The client is usually the best judge of his experience.

Man, mankind
Manpower
Researchers often neglect their wives and children

Woman doctor, lady lawyer, male nurse
Mothering
Chairman
Foreman, mailman, fireman
Mrs. John Smith
Women reported lesbian sexual fantasies

**Preferred:**
Sixty people participated in our study.
The client is usually the best judge of his or her experience.

People, humanity, human beings
Workforce, personnel, workers
Researchers often neglect their spouses and children

Doctor, lawyer, nurse
Parenting, nurturing
Chair, Chairperson
Supervisor, postal worker, firefighter
Jane Smith
Women reported female-female sexual fantasies
Person with a disability
Person with a mental illness
Uses a wheelchair
DEVELOPING INCLUSIVE LANGUAGE

If you have never been asked to use inclusive language in oral and written communication, the task might seem formidable at first. Inclusiveness means sharing, not limiting experience. This means we must learn to both value and benefit from the gifts, talents, and insights of all human beings. The following suggestions are offered as the groundwork for becoming an inclusive speaker.

Recast the statement in the plural

From: Each student must complete his formal outline.  
To: Students must complete their formal outlines.

Replace third-person singular possessive with articles which include both genders

From: Each student completed his formal outline.  
To: Each student completed a formal outline.

Replace labels with preferred names for various groups

From:  
Negro  
Indian  
Oriental  
Hispanic  
Women's libber  
To:  
Black, African-American, Afro-American, People of Color  
Native American (unless describing a person from India)  
Asian-American, Asian, Chinese-American, Korean-American  
Latino/a  
Feminist

Replace labels with preferred names for various groups

From:  
Crippled  
Girlfriend/Boyfriend; Husband/Wife  
To:  
Person with a disability  
Significant other
DEVELOPING CREATIVE LANGUAGE

As a speaker, using creative language is an excellent way to capture and maintain your audience’s attention while making your speech more memorable. The following suggestions are offered to help you incorporate your own creative use of language.

Creating Imagery

Concrete words: Call up mental impressions of sights, sounds, touch, smells and tastes by including words with strong connotations.

You could say: “They were great people and we will always remember them.”

Or

You could use language like President Reagan and say: “We will never forget them or the last time we saw them, this morning, as they prepared for their journey and waved good-bye and ‘slipped the surly bonds of earth to touch the face of God.’”

Simile: Use an explicit comparison between two things that are essentially different yet having something in common by incorporating the word “like” or “as” in your description.

You could say: “The impact of freedom in one part of the world has a great impact on freedom in other parts of the world.”

Or

You could use language like Adlai Stevenson and say: “Freedom is like a drum; strike it anywhere and it resounds everywhere.”

Metaphor: Use an implicit comparison between two things that are essentially different yet have something in common in your description.

You could say: “Now is the time to put an end to segregation and to abolish racial injustice.”

Or

You could use language like Martin Luther King, Jr. and say: “Now is the time to lift our nation from the quicksand of racial injustice to the solid rock of brotherhood.”

Clichés: Avoid using trite and overused expressions which include the following—

Fresh as a daisy
Busy as a bee
Hungry as a bear
Light as a feather
Like a deer caught in headlights
Creating Rhythm

Parallelism: Use the similar structure of a pair or a series of related words, phrases, or sentences to enhance the rhythm of your speech.

You could say: “Rich and poor, intelligent and ignorant, wise, or even foolish man, woman, and child—it is ever the same, each soul must depend wholly on itself.”

Or

You could use language like Elizabeth Cady Stanton and say: “Rich and poor, intelligent and ignorant, wise and foolish, virtuous and vicious, man and woman—it is ever the same, each soul must depend wholly on itself.”

Repetition: Repeat the same word or set of words at the beginning or end of successive clauses or sentences to reinforce important concepts and/or to develop the mood of the speech.

You could say: “We are a people in a quandary about the present as we search for our future and for a national community.”

Or

You could use language like Barbara Jordan and say: “We are a people in a quandary about the present. We are a people in search of our future. We are a people in search of a national community.”

Alliteration: Repeat initial consonant sounds in close or adjoining words to enhance the flow of the speech.

You could say: “My constituency is the desperate, the cursed, the poor, the overlooked, and the despised.”

Or

You could use language like Jesse Jackson and say: “My constituency is the desperate, the damned, the disinherited, the disrespected, and the despised.”

Antithesis: Juxtapose contrasting ideas in parallel structure to create clever turns of phrases to enhance audience retention of key ideas.

You could say: “We should always be willing to negotiate with confidence.”

Or

You could use language like President John F. Kennedy and say: “Let us never negotiate out of fear. But let us never fear to negotiate.”
PRESENTATIONAL AIDS IN PUBLIC SPEAKING

Presentational aids can serve to enhance your speech by:

- Clarifying complex concepts
- Making abstract verbal messages more concrete
- Adding novelty/variety
- Enhancing credibility/persuasive appeal
- Increasing listener retention
- Reducing public speaking anxiety

There are a variety of types of presentational aids, including audiovisual aids (i.e., videotapes), audio aids (i.e., CD’s and cassette tapes), and visual aids (usually presented on posters, overhead transparencies, flip charts, computer generated graphics, etc.). Presentational aids can enhance your speech best if you follow certain general guidelines as you construct them and as you integrate them into your public speech.

Online Picture Gallery: (http://dgl.microsoft.com/) This website has many clipart examples you can choose from when preparing presentational aids.

CONSTRUCTION GUIDELINES

Audio and AudioVisual Aids: If you are using audio or audiovisual aids, be sure your excerpt is short. A 20-second excerpt will seem very long as you are presenting your speech. Strive to limit them to 10–20 seconds each. Usually, time constraints do not allow for use of more than one or two excerpts. Also, edit your tape carefully so you may use it flawlessly during the presentation. Have the tape cued to the exact spot prior to beginning the speech. If you are using more than one excerpt, use two different tapes cued to the right spot or edit one tape in a way that alleviates the necessity to fast forward.

Visual Aids: Several tips will serve you well as you prepare.

1. Keep them simple. Generally, limit each visual aid to one main point. If you decide to use visual aids to make more than one point, use more than one visual aid. Too much information on one visual aid is confusing and actually distracts from the clarity of the message.

2. Make them large. Make sure the visual aid (and the headings, titles, and verbal descriptions) are large enough to be seen easily in the back of the room where you will be presenting. Visual aids that are too small hurt your credibility and do not serve to embellish the verbal message of your speech.

3. Use primary and bold colors. Avoid pastels. They are difficult to see from the back of the room. Also limit colors on each visual aid to two or three. More colors become cluttered and ends up distracting from the message.

4. Prepare them neatly. Feel free to use stencils, computer-generated graphics, a roommate who is an art major if you need help achieving this. Sloppily prepared visual aids do not enhance a speech. They hurt credibility and distract from the verbal message.

5. Use a different symbol system. Too often, students prepare visual aids that simply restate what they are saying in the speech. A list of items or key terms does not make abstract concepts more concrete. To enhance the verbal message, the presentational aid must
represent the idea using a different symbol system (i.e., pictures, diagrams, graphs, charts, and so forth). An ethically prepared presentational aid uses a symbol system other than just the verbal symbol system so that it enhances meanings offered verbally in the speech itself.

INTEGRATION GUIDELINES

1. Effective presentational aids are concealed until they are to be referenced in the speech. You will need to practice concealing, disclosing, and concealing again your presentational aids in advance to ensure smooth integration.

2. Effective presentational aids are referred to orally and visually as you are discussing them. They do not stand alone in a public speech. They must be referenced as they are discussed. In doing so, however, take care to remain “open” to your audience by referencing them with the appropriate hand. If your visual aids are displayed on a screen (as in an overhead transparency or PowerPoint visual aids), then be sure to reference the image on the screen where you want your listeners’ eyes to be focused. You might need to use a “pointer” for this. If so, remember to remain “open” to your audience.

3. Effective presentational aids are smoothly demonstrated. You can only achieve this by practicing with them as you rehearse your speech in advance.
OUTLINING

- Major Components of Public Speaking
- Generic Outline Map
- Outline Criteria Checklist
OUTLINING

MAJOR COMPONENTS OF PUBLIC SPEAKING

Effective public speaking is centered on three major areas: content, structure, and delivery. If you can master skills in each of these areas, you can become a competent communicator in public speaking situations.

CONTENT

To have good content, you need to consider the purpose of your speech and make sure your message adheres to that purpose. In other words, if you are presenting an informative speech, be sure you are not trying to get listeners to change their behavior. Likewise, if your purpose is an actuation persuasive speech, be sure to provide an action step telling listeners what they should do to eliminate the problem or improve the situation. Your analysis should also offer reasoning that is rooted in ethos (ethical appeals), pathos (emotional appeals), and logos (logical appeals). You can also achieve this by making sure your speech rounds the entire cycle of learning, that is, addresses feeling, thinking, watching, and doing.

Make sure your supporting material is varied, accurate, evenly distributed, and properly credited. Finally, offer breadth, depth, and listener relevance links throughout the speech; that is, consider these elements for each main point. Listener relevance links are statements that remind listeners how your information relates to some aspect of their life. As a goal, answer this question for each main point: How will listeners benefit from hearing this?

STRUCTURE

Effective structure means offering your ideas in an orderly framework so listeners can follow your train of thought. Macrostructural elements have to do with the elements of the outline itself. Microstructural elements have to do with language choices you make to articulate your ideas. Language should be accurate, clear, inclusive, and vivid. You should avoid language that marginalizes or stereotypes members of your audience. You should also only use technical jargon when you define it in simple language. And you should avoid using slang terms or “verbal garbage” (uhms, uhs, like, and ya know) to fill pauses in the presentation. The following is a “Generic Public Speech Outline,” which explains the macrostructural components of an effective public speech.

DELIVERY

Effective delivery means you employ effective use of voice and effective use of body.

Use of Voice

1. First, effective use of voice means being intelligible. In other words, do you use an appropriate rate, volume, and pitch that helps listeners understand what you are saying?
2. In addition to intelligibility, you need to sound conversational. To clarify, do you sound like you are talking with your listeners rather than presenting in front of them or reading to them?
3. You also need to sound fluent. You need crisp articulation, enunciation, and pronunciation. Your phrases should sound smoothly connected rather than choppy and disconnected.
4. Effective use of voice also means using vocal variety in ways that make you sound committed to the topic and occasion. If your speech is something you are excited about, you ought to sound excited. If it is a serious speech, you ought to sound serious. If it is humorous, you ought to sound like you are having fun with it.
Use of Body

1. Effective use of body means being poised. Do you appear confident, comfortable and “in control?”
2. Effective use of body also has to do with attire. You should dress up a bit more than your listeners dress in order to appear credible and committed.
3. You also need to avoid engaging in distracting nonverbal cues such as fidgeting with your notes, playing with your hair, or shifting and swaying. These actions need to be avoided because they can distract listeners from the message and “leak” nervousness.
4. Effective use of body also means using effective eye contact. Doing so means using direct eye contact, looking listeners in the eye as opposed to over their heads. It also means spanning the entire room (even the corners and edges), turning your entire head as you do so. Finally, it means relying on your notes only 5–10 percent of the time. These notes are a speaking outline comprised of key words, phrases, and delivery cues. Your reliance on them should be minimal.
5. Effective use of body also means using facial expressions, gestures, and motivated movement only in ways that reinforce the verbal message. They should reinforce an emotional attitude or clarify structure. If they do not, they are distracting nonverbal cues and should be eliminated.
GENERIC FORMAL OUTLINE MAP

Learning Cycle Dimensions: Label: **Watching, Thinking, Feeling, Doing** in the appropriate places as you develop your outline.

**INTRODUCTION:**

Here you should write out the introduction. Label the required parts of the introduction as you compose it:

I. **Attention Catcher** (This statement serves two functions: it catches listeners’ attention and tunes them into your topic. You may use a rhetorical question, a direct question, a humorous anecdote, a famous quotation, a hypothetical example, an actual example, a startling statistic, and so on.)

II. **Listener Relevance** (Once you have your listeners’ attention, you need to reveal why they should listen to this particular speech. How does this material affect them? Why should they care?)

III. **Speaker Credibility** (In this step, you need to let listeners know why they should listen to you in particular. How/Why do you know more about this topic than they do? You may have personal experience with the topic; you may have researched extensively; you may have written articles about the topic. The point is, let your listeners know at the outset that you know a good deal about the topic.)

IV. **Thesis Statement** (This one-sentence summary of your speech is formed by, first, combining the general purpose to inform, to persuade, to entertain, to introduce, and the specific purpose about what? Be sure to state your thesis quite clearly. If listeners miss this part, they will have difficulty following the rest of the speech.)

V. **Preview** (In this statement, alert your listeners to the main points of your speech. As with the thesis statement, be very clear so listeners can easily follow the organizational pattern of the speech.)

**BODY**

[**CONNECTIVE/TRANSITION:** Make sure your audience knows you are moving from the introduction into the first main point.]

I. One complete sentence that expresses the main point of this section of the speech.

**Listener Relevance Link:** Develop your connection to the audience in one to two sentences.

A. Subpoint (These supporting points help listeners understand your perspective. They learn why you stated your main point in the way you did. Consider breadth, depth, and listener relevance as you support each main point.)

   1. Sub-subpoint
      a. Sub-sub-subpoint
      b. Sub-sub-subpoint

   2. Sub-subpoint

B. Subpoint

   1. Sub-subpoint
   2. Sub-subpoint

C. Subpoint

[**CONNECTIVE/TRANSITION:** Create a connective to help the audience move from the first main point to the second.]
II. Here is another complete sentence expressing the main point of this section of the speech.

**Listener Relevance Link:** Develop your connection to the audience in one to two sentences.

A. Subpoint
   1. Sub-subpoint
   2. Sub-subpoint

B. Subpoint
   1. Sub-subpoint
   2. Sub-subpoint
      a. Sub-sub-subpoint
      b. Sub-sub-subpoint
      c. Sub-sub-subpoint
         i. Sub-sub-sub-subpoint
         ii. Sub-sub-sub-subpoint
   3. Sub-subpoint

[CONNECTIVE/TRANSITION: Make sure your audience knows you are moving to the conclusion.]

**CONCLUSION**

Here you write out the conclusion. Label the required parts as you compose them:

I. **Thesis Restatement** (You may simply use the Thesis statement from the introduction, changing it to past tense.)*

II. **Main Point Summary:** (Remind listeners of the two to four main points about which you elaborated during the speech.) *

III. **Clincher** (The clincher serves several functions: provides closure, often ties back to the attention catcher, heightens speech to aid in retention, helps listeners remember....“Thank you” is NOT a clincher.)

**REFERENCES**

Here you list complete citations, in APA format, for the research materials you have used in your speech. **Include your citations in the body of the outline.**

[NOTE: *The ordering of the Thesis Restatement and Main Point Summary can be reversed.*]
ETHICS

- Ethical Concerns in Public Speaking
  - Reference Lists
  - Oral Footnotes

- Critiquing Public Speeches
  - Professional Speaker Critique
  - Audience Assessment Form
ETHICS

ETHICAL CONCERNS IN PUBLIC SPEAKING

CONSIDERING SOURCES
Most of you are not “experts” on your speech topics. As a result, you need to enhance your credibility by including supporting material from experts in the body of your speech. In order to truly enhance your credibility and to avoid plagiarism, you need to document the sources of your information in the reference list at the end of your formal outline and during the speech itself.

REFERENCE LIST CITATIONS
You will be expected to acknowledge sources as you use them in your speech. In addition, you must attach a list of your sources to the outline you submit to your instructor. The form for listing sources in your Reference List should follow the suggested guidelines of a style manual. We require source citations that adhere to the guidelines of the Publication Manual of the American Psychological Association (4th ed.). Here are some guidelines for some of the sources most commonly cited by public speaking fundamentals students.

Books

Journal Articles

Magazines

Newspaper article, with author

Newspaper article, no author

Interviews


Television Programs

Music Recording
Website Reference Citation Examples

Online Homepage

Online Journal

Journal Article, CD-ROM

Online Newspaper Article

Evaluating Online Information
To help you evaluate sources on the internet, check out this website:
http://www/library.jhu.edu/elp/useit/evaluate/

ORAL FOOTNOTE CITATIONS
It is important to acknowledge when you are drawing upon the words and thoughts of others during the oral presentation, as well. Usually, such source citations occur immediately before you actually quote the source. After the quotation has been shared, you usually signal the listener that you are no longer quoting from the source. A short pause immediately before and immediately after the quotation can serve as nonverbal quotation marks for the listener. While there is nothing wrong with using “quote” and “unquote” as a means of acknowledging the presence of material attributed to another, doing so lacks artistry.

Acknowledgment of the source can be accomplished in a variety of ways. As a general rule, try to cite enough information about the source so that listeners may locate the source themselves. “Oral footnotes” cited aloud during the oral performance might be worded in any of the following ways:

Internet document
Be sure to indicate the author or organization posting the document (as well as their credentials). Also indicate the date of the posting. It is not necessary to include the path in your oral footnote.

“The American Red Cross which has been helping people in emergency situations since 1881 lists on their website 10 things that every homeowner should have to be prepared for an emergency.”

“The website of the Urban Institute, a nonpartisan economic and social policy research organization, claims that American 12th graders score poorly on international tests.”
Interview

“Wahlberg, director of public affairs at North Dakota State University, indicated during a personal interview on April 28, 1998, that . . .”

Journal or Magazine Article

“According to a May/June 1998 article in Health magazine . . . .”

Book

“In her 2000 edition of The Process of Public Speaking, Sellnow wrote . . .”

You may use additional formats in oral footnotes as long as you adhere to the rule of providing listeners enough information to look the material up themselves if they choose to do so.
CRITIQUING PUBLIC SPEECHES

When you critique a public speaker, you are actually going beyond merely evaluating the worth of their message, organization, and performance. As a critic, you also offer the speaker suggestions for improving their message, organization, and performance. You can do this by indicating specific aspects that the speaker did well (in your opinion), as well as discussing specific aspects that the speaker should do differently (in your opinion).

ETHICAL CONSIDERATIONS

To be an ethical critic, there are certain things you “ought to” do in your critique. Whereas a critique basically only needs to offer suggestions for improvement, an ethical critique both highlights specific strengths of the speaker’s message, organization, and delivery and offers suggestions for improvement. Moreover, an ethical critique explains why you view the aspect as a strength or a weakness and suggests methods indicating how a speaker could make the suggested change. Suggestions are also offered in a tone of respect, usually using “I” language. An ethical critique offers strengths and suggestions about the speaker’s delivery, structure, and content. What follows are examples of unethical and ethical critiques in each of these areas.

<table>
<thead>
<tr>
<th>Unethical Comment on Delivery</th>
<th>Ethical Comment on Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Good eye contact.&quot;</td>
<td>&quot;Good eye contact. You looked me in the eye so I felt like you were really talking to me. It made me feel included.&quot;</td>
</tr>
<tr>
<td><em>(This is unethical because it is so vague that the speaker does not know what to improve. He or she does not know what it is about her or his eye contact that is &quot;good&quot; or why eye contact is a strength.)</em></td>
<td></td>
</tr>
<tr>
<td>&quot;Slow down.&quot;</td>
<td>&quot;At times you spoke so quickly that I missed your information. For example, I did not catch the percentages of teenage dropouts you talked about. If you slowed down, it would be easier for me to catch information. Maybe you could practice into a tape recorder to hear where you speed up too much.&quot;</td>
</tr>
<tr>
<td><em>(This is unethical because it is so vague that the speaker does not know why to change or why the rate was problematic. The speaker also is not offered any methods to try to slow down the rate. And the critique is unethical because the advice is not phrased in a tone of respect, using &quot;I&quot; language.)</em></td>
<td></td>
</tr>
<tr>
<td>Unethical Comment on Structure</td>
<td>Ethical Comment on Structure</td>
</tr>
<tr>
<td>&quot;Good attention catcher.&quot;</td>
<td>&quot;Your attention catcher was good. The humorous story made me laugh and caught my attention. It was also about a daycare which set up the topic of your speech well. Good job!&quot;</td>
</tr>
<tr>
<td><em>(This is unethical because it is so vague that the speaker does not really know what to improve. He or she does not know what it is about his or her attention catcher that is &quot;good&quot; or why his or her attention catcher is a strength.)</em></td>
<td></td>
</tr>
<tr>
<td>Unethical Comment on Structure</td>
<td>Ethical Comment on Structure</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>&quot;Didn't hear transitions.&quot;</td>
<td>&quot;I didn't catch the transition between the second and third main point. Maybe I just missed it. Perhaps you could try verbally tying the two points together more bluntly and pause before and after the transition statement. Then, people like me would be less likely to miss it.&quot;</td>
</tr>
<tr>
<td><em>(This is unethical because it is so vague that the speaker does not know why to change transitions or why the transitions were unclear. The speaker is also not offered any methods for improvement. And the critique is unethical because the advice is not phrased in a tone of respect, using &quot;I&quot; language.)</em></td>
<td></td>
</tr>
<tr>
<td>Unethical Comment on Content</td>
<td>Ethical Comment on Content</td>
</tr>
</tbody>
</table>
| "Interesting points."        | "Your second main point was really interesting. I hadn't thought about how influential television commercials can be on our perceptions of what is "normal" and "abnormal."
*(This is unethical because it is so vague that the speaker does not really know what to improve. He or she does not know what it is about her or his points that are "good" or why the points are a strength.)* | |
| "Too many statistics."       | "I had a hard time remembering all the statistics you provided. I'm sure they are interesting, but there were so many and they were so specific that I got lost. Maybe you could also show them on a visual aid. Maybe you could also round them off. Instead of saying '37.6%,' you could say 'about 40%' or 'almost half.' That way, I could grasp your main ideas better."  
*(This is unethical because it is so vague that the speaker does not know why to change or why the statistics were problematic. The speaker is also not offered any methods for improving the use of statistics. And the critique is unethical because the advice is not phrased with a tone of respect, using "I" language.)* | |
PROFESSIONAL SPEAKER CRITIQUE

Goal: This assignment provides you an opportunity to critique the delivery skills, structure, and content of a professional speaker.

Rationale: Students need opportunities to apply what they are learning in the classroom to real life situations. This can make material and skills more meaningful. Just as some student speakers are more skilled than others, so are some professional speakers more skilled than others. This assignment provides students an opportunity to discover for themselves how professional speakers do and do not adhere to the "rules" of effective public speaking.

Directions: Complete a 2-3 page typed critique of a professional speaker whom you observe in the community. The person cannot be an instructor in a course. It must be a live performance of a professional. Please verify your chosen speaker with your instructor.

You will be required to submit a complete audience assessment form and proof of attendance (i.e., program, brochure or ticket stub) with your critique.

Questions you might consider as you listen. These may serve as supporting material for your critique as it is prepared.

1. Who was the speaker? What are his or her credentials?
2. Where did he or she speak? Was the room "good" or "bad" and why?
3. Did the speaker show signs of public speaking anxiety?
4. Did the speaker use notes? Did he or she sound conversational? How did that influence his or her effectiveness?
5. Consider delivery (use of voice and body). What did the speaker do well and why?
6. Consider delivery (use of voice and body). What could the speaker have done better and why?
7. Consider structure. What did the speaker do well and why?
8. Consider structure. What could the speaker have done better and why?
9. Consider content. What did the speaker do well and why?
10. Consider content. What could the speaker have done better and why?
AUDIENCE ASSESSMENT FORM

NAME _______________________________ SECTION _________ DATE _________

What type of group was the speaker addressing?

1. Group size:

2. Is attendance expected or voluntary?
   Expected       Voluntary

3. What are the demographic characteristics that apply to this situation?
   Age:
   Socioeconomic status:
   Race:
   Sex:

4. What seems to be the group's attitude toward the topic? Circle the number that best answers the question.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Indifferent</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

5. What seems to be the group's attitude toward the speaker? Circle the number that best answers the question.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Indifferent</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

6. What does the group already know about the topic?

7. List the ways in which the speaker is like the group.

8. List the ways in which the speaker is unlike the group.
INFORMATIVE SPEECHES

- Informative Speech of Self-Introduction
  Assignment Description/Rationale/Requirements
  Grading Criteria
  Preparation Outline
  Instructor Critique Form
  Self-Critique Form

- Informative Speech with Presentational Aids
  Assignment Description/Rationale
  Grading Criteria
  Preparation Outline
  Outline Criteria Checklist
  Speech Outline Example
  Instructor Critique Form
  Self-Critique Form
  Classmate Critique Form
INFORMATIVE SPEECH OF SELF INTRODUCTION

DESCRIPTION:

The speech is an opportunity to inform your listeners about yourself. Your objective is to share some aspects of your personal life with your listeners.

RATIONALE:

Since one of the major fears that increases public speaking anxiety in beginning public speakers is the “fear of the unknown,” this speech allows classmates to begin getting to know one another, thereby reducing public speaking anxiety for the upcoming speeches. This abbreviated speech also employs the public speaking anxiety reduction of systematic desensitization. Since this speech builds on the “icebreaker” speaking opportunity offered to students on the first day(s) of class, it is essentially a second—slightly more threatening—communication experience. Systematic desensitization suggests that students can reduce anxiety and develop confidence about their public speaking ability by introducing them incrementally to more threatening oral communication tasks.

REQUIREMENTS:

**Time limit:** 2-3 minutes

**Note Cards:** Maximum of TWO 3 x 5 one-sided index cards; key word outline required (no complete sentences)

**Lectern:** Not allowed

**Content:** The main points of your speech are assigned as follows:

I. Personal background
II. Something unique about you
III. Personal and professional goals five years from now
GRADING CRITERIA FOR THE SPEECH OF SELF-INTRODUCTION

Public speeches are critiqued and graded based on our ability to perform effectively in terms of (a) content, (b) structure and (c) delivery. Expectations for each speech become more demanding as the semester progresses. Expectations for this speech are as follows:

For this 10 point speech, you will earn a passing grade simply by attempting the performance. In other words, if you make a serious attempt to give the speech, you will earn 6 of the 10 points. To earn additional points, you must demonstrate specific skills in terms of content, structure and delivery.

Content:

If you talk about each of the assigned main points and do so within the 2-3 minute time frame, you will earn 1 additional point.

Structure:

If you offer an attention catcher, thesis statement and preview in your introduction, transitions in your body and a thesis restatement, summary and clincher (NOT “thank you”) in your conclusion, you will earn 1 additional point.

Delivery:

Use of Voice: If you can sound conversational (like you are talking with us rather than reading to us or presenting in front of us) and if you are intelligible (using rate, volume and pitch that make you understandable) you will earn 1 additional point.

Use of Body: If you look poised (stand firmly on both feet without shifting around, playing with your notes, hair or pants pockets) and if you can demonstrate good eye contact by looking listeners in the eye and spanning the room, you will earn 1 additional point.

SPEAKING OUTLINE CRITERIA CHECKLIST
(possible 2 point deduction)

_____ 1. Do I use only key words and phrases (except for transitions) on no more than TWO 3 x 5 one-sided index cards?

_____ 2. Have I included useful delivery cues?
PREPARATION OUTLINE:
INFORMATIVE SPEECH OF SELF-INTRODUCTION

Introduction
I. Attention Catcher:

II. Thesis Statement:

III. Preview:

Transition (optional):

Body
I. First Main Point
   A. 
   B. 

Transition:

II. Second Main Point
   A. 
   B. 

Transition:

III. Third Main Point
   A. 
   B. 

Transition (optional):

Conclusion
I. Thesis Restatement:

II. Main Point Summary:

III. Clincher:
# INSTRUCTOR CRITIQUE FORM:
## INFORMATIVE SPEECH OF SELF-INTRODUCTION

(10 points)

<table>
<thead>
<tr>
<th>ASPECT</th>
<th>CRITIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delivery</strong></td>
<td></td>
</tr>
<tr>
<td><em>Voice:</em></td>
<td></td>
</tr>
<tr>
<td>Conversational?</td>
<td></td>
</tr>
<tr>
<td>Intelligible?</td>
<td></td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td></td>
</tr>
<tr>
<td>Eye Contact?</td>
<td></td>
</tr>
<tr>
<td>Poise?</td>
<td></td>
</tr>
<tr>
<td><em>(Swaying, fidgeting, etc.)</em></td>
<td></td>
</tr>
<tr>
<td>Attire?</td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td></td>
</tr>
<tr>
<td>Attention Catcher?</td>
<td></td>
</tr>
<tr>
<td>Thesis Statement?</td>
<td></td>
</tr>
<tr>
<td>Preview?</td>
<td></td>
</tr>
<tr>
<td>Transitions?</td>
<td></td>
</tr>
<tr>
<td>Thesis Restatement?</td>
<td></td>
</tr>
<tr>
<td>Summary of Main Points?</td>
<td></td>
</tr>
<tr>
<td>Clincher?</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
</tr>
<tr>
<td>All main points addressed?</td>
<td></td>
</tr>
<tr>
<td>Supporting material included?</td>
<td></td>
</tr>
<tr>
<td>Met time constraint?</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking Outline</strong></td>
<td></td>
</tr>
<tr>
<td><em>(2 point possible overall deduction)</em></td>
<td></td>
</tr>
</tbody>
</table>

Total Points: _____ /10
SELF-CRITIQUE FORM:
INFORMATIVE SPEECH OF SELF-INTRODUCTION

Goal: To evaluate your own performance.

Rationale: As a form of cognitive restructuring, this exercise can help reduce public speaking anxiety.

Directions: After giving your speech, complete and turn in this form based on your thoughts.

1. In terms of Delivery (conversational style, intelligibility, eye contact, poise and attire), I did the following things well in my last speech:
   a. 
   b. 

2. In terms of Content (addressing main points, supporting material and time constraints), I did the following things well in my last speech:
   a. 
   b. 

3. In terms of Structure (attention catcher, thesis, preview, transitions, summary and clincher), I did the following things well in my last speech:
   a. 
   b. 

4. If I could do my last speech over again, I would do the following things differently:
   a. 
   b. 
   c. 

5. Overall, I would give myself a grade of _____ on my last speech because…

6. To improve as a public speaker on my next speech, I am going to try:
   a. 
   b. 
INFORMATIVE SPEECH WITH PRESENTATIONAL AIDS

**Description:** This is a 4-5 minute informative speech that uses at least two presentational aids and cites **at least three** different external sources as supplementary material. Listener relevance must be included for each main point of the speech. The lectern is **not** allowed for this speech. An extemporaneous delivery style (using a key word outline) is required. Points will be deducted for going over or under the time limits, for not using a speaking outline on your notecards, or for using more than **four** 3x5 notecards (one side only).

**Rationale:** There are two primary reasons for requiring this speech. First, all students will be expected to deliver an informative presentation at some point in their lives. This is an opportunity to practice doing so in an organized and professional way. Second, most speeches conducted beyond the classroom walls **DO** employ presentational aids. Aids help ensure that diverse learning styles are addressed. This speech provides an opportunity to construct and integrate effective presentational aids.
INFORMATIVE SPEECH WITH PRESENTATIONAL AIDS
GRADING CRITERIA

Delivery

Use of Voice:
- Intelligible, conversational and sincere.
- Fluency. Your ideas should be articulated fluently (achieved through oral rehearsal in advance).
- Emotional Expression. You should sound enthusiastic about sharing this information with us. If you sound bored with your speech, your listeners will not be interested in it either. Vary your rate, pitch and volume to reinforce the emotion or attitude conveyed in the verbal message.

Use of Body:
- Attire, poise and eye contact.
- Facial expression. Your facial expressions should reinforce the attitude or emotional stance you are conveying in the verbal message. You should look like you are enthusiastic about sharing this information with us. Practice by looking into a mirror as you rehearse.
- Gestures. Use gestures that reinforce important points or clarify structure. Extend gracefully from the elbow. Do you appear to use gestures naturally?
- Motivated movement. Although this is not “required,” it is an added PLUS if you can do so in some ways that clarify structure or empathize important points and gracefully remain “open” to your audience.

Structure

Macrostructure:
- All elements must be clearly articulated.
- Creativity. Attempt to be creative/novel as you develop your attention catcher, listener relevance, speaker credibility, thesis statement, transitions and clincher. Apathy among listeners can be high when speaking to inform. Novelty and creativity can reduce apathy.

Microstructure:
- Inclusive, concrete, jargon defined, no slang, very few vocalized pauses.
- Language. Use colorful descriptors to increase listener involvement (connotative meanings, adjectives, adverbs, sensory language and figures of speech that add novelty and make it more “fun” to listen). Also, use language that demonstrates respect for the diverse perspective you are describing.
- Style. Use internal summaries and connectives (for example, to clarify, moreover, etc.), parallel phrasing, clever turns with phrases and so forth to create a more fluent style and more novelty (to increase listener retention).
**Content**

**Analysis/Reasoning:**

- Be descriptive and within the time constraint.
- Listener relevance must be addressed for each main point.
- You must share “new” knowledge or insight, beyond what your audience is likely to know.
- You must address each learning style somewhere in your speech.

**Supporting Materials:**

- You must cite at least three oral footnotes from different types of sources during the speech. These sources must be varied, distributed throughout the speech and properly credited.
- Evidence. You must use different kinds of supporting material as evidence throughout you speech (examples, analogies, testimonials, surveys, facts, statistics, etc.)

**Presentational Aids:**

- You must use two presentational aids.
- Construction. Your aid must offer new information using a symbol system that is NOT VERBAL (You can use pictures, diagrams, charts, graphs, etc.). It must enhance what is offered in the verbal message. Is it large, neat colorful and clear? If you take the visual from a source, you must cite that source and/or on the visual aid.
- Integration. Do you use it smoothly during the presentation? Do you conceal and disclose it appropriately? Do you reference it effectively with gestures during the speech?
Preparation Outline

The Informative Speech with Presentational Aids

Name: ___________________________________________ Section: __________

Title of Speech: ________________________________________________________

Be sure to label learning styles throughout.

Introduction

I. Attention Catcher:

II. Listener Relevance Link:

III. Speaker Credibility:

IV. Thesis Statement:

V. Preview:

Transition (optional):

Body

I. First Main Point
   Listener Relevance Link:
   A. Subpoint:
      1. Sub-Subpoint:
      2. Sub-Subpoint:
   B. Subpoint:
      1. Sub-Subpoint:
      2. Sub-Subpoint:

Transition:

II. Second Main Point
   Listener Relevance Link:
   A. Subpoint:
      1. Sub-Subpoint
2. Sub-Subpoint:
   B. Subpoint:
      1. Sub-Subpoint:
      2. Sub-Subpoint:

Transition:

III. Third Main Point

Listener Relevance Link:
A. Subpoint:
   1. Sub-Subpoint:
   2. Sub-Subpoint:
B. Subpoint:
   1. Sub-Subpoint:
   2. Sub-Subpoint:

Transition:

Conclusion
I. Restatement of Thesis:
II. Summary of Main Points:
III. Clincher:

References
List the references you used in the speech. Format them according to APA style.
INFORMATIVE SPEECH WITH PRESENTATIONAL AIDS
OUTLINE CRITERIA CHECKLIST

NAME ___________________________________________________________ SECTION __________

SPEECH TITLE ________________________________________________________

FORMAL OUTLINE CRITERIA CHECKLIST
(10 points)

_____ 1. Is my introduction written completely with the correct labels?
_____ 2. Do I use consistent symbolization throughout the outline (Roman numerals, capital letters, numbers, etc.)?
_____ 3. Do I use complete sentences throughout the outline?
_____ 4. Are my main points well-developed throughout the outline?
_____ 5. Do all of my subpoints logically support their respective main points?
_____ 6. Do I have complete transitions written and labeled from the introduction to the first main point and between all main points?
_____ 7. Does each of my main points have a well developed and labeled relevance link?
_____ 8. Have I labeled all of the learning style dimensions where each is addressed in the outline?
_____ 9. Is my conclusion written with the correct labels?
_____ 10. Does my bibliography follow APA format? Do I cite my sources in the body of my outline?

SPEAKING OUTLINE 1 POINT POSSIBLE

_____ 1. Do I use only key words and phrases and no more than four 3x5 inch one-sided index cards?
_____ 2. Have I included useful delivery cues?

PREPARATION OUTLINE

_____ * Did I hand in a preparation outline for this speech?
INFORMATIVE SPEECH WITH PRESENTATIONAL AIDS
SPEECH OUTLINE EXAMPLE

Formal Outline "Lutheran Social Service Center"
Day Narloch

Introduction
I. **Attention Catcher:** Raise your hand if you can name at least one of the countries your ancestors came from. Think for a second of how many countries we have genes from. Some of us have more than others. [Doing, Thinking]

II. **Listener Relevance:** Living in America is something that many of us take for granted. However, by learning more about immigration, we can gain a new perspective as to why this country is so popular.

III. **Speaker Credibility:** I have worked with immigrants in two of my last three jobs. I also recently visited the Lutheran Social Service Center, which is referred to as (LSS), and used the University of Kentucky library to research immigration.

IV. **Thesis Statement:** LSS is a non-profit organization that helps many immigrants in our community.

V. **Preview:** Today we're going to look at how LSS helps immigrants, why its workload has been increasing, and how it helps the Lexington community.

Body
I. **First Main Point:** LSS provides services and advice to a large number of the immigrant population.

   **Listener Relevance Link:** Having a better understanding of what goes on at LSS can help us understand our fellow students who have used their services, such as my group member Peter.

   A. **Subpoint:** LSS has an established refugee resettlement program that has helped many of the refugees.

      1. **Sub-Subpoint:** During a personal interview I had on September 6, 2007, Tri Phan, an Immigration Specialist at LSS, indicated that LSS helps refugees and immigrants become self sufficient by getting them jobs and housing.

      2. **Sub-Subpoint:** According to the LSS Online Homepage, September 7, 2007, LSS works with the Kentucky Department of Human Services to get foster care for young refugees.

   B. **Subpoint:** LSS provides a wide range of advice to immigrants.

      1. **Sub-Subpoint:** According to Mr. Phan marriage and citizenship paperwork are common tasks.

      2. **Sub-Subpoint:** He also told me a story about an illegal immigrant that came to him for services.

         a. **Sub-Sub-Subpoint:** During his encounter, Mr. Phan had an illegal immigrant that just missed a window of opportunity to apply for citizenship by only a couple of months.
b. **Sub-Sub-Subpoint:** When he asked what he could do, Mr. Phan felt awful trying to tell him that he was out of options.

**Transition:** Learning what goes on at LSS, will help us further understand why its workload is very high.

II. **Second Main Point:** Over the past few years the workload has been going through the roof at LSS.

**Listener Relevance Link:** Whether it is schoolwork, or a part-time job, we all know what it is like to have more work, than time in a day. LSS has this problem too, and by recognizing this problem, we can all appreciate its services.

A. **Subpoint:** In his 2002 book Operation Gatekeeper, Joseph Nevins, has this chart which shows the increasing rate of border patrol along the U.S.-Mexico border. (SHOW GRAPH) [Watching, Thinking]

B. **Subpoint:** According to Mr. Phan, many immigrants flock to the Lexington area because it has good education, a manageable cost of living and ample work opportunities.

**Transition:** Having learned about the work done at LSS, we are prepared to see how it benefits the Lexington area.

III. **Third Main Point:** LSS is linked to the Lexington community in many ways.

**Listener Relevance Link:** As active students it's helpful to know organizations that are actively seeking clients and employment opportunities. For example, you may have a friend who needs advice or even a job as a translator.

A. **Subpoint:** According to Tri Phan, many of the local businesses employ immigrants in a variety of jobs.

B. **Subpoint:** In his 2004 book, U.S. Immigration, Michael LeMay stated that nearly 70 billion dollars of our tax dollars come from immigrants. Which is why legal immigration is very important to our economy.

**Transition:** Since we know what LSS does for our community, we can fully appreciate the organization.

**Conclusion**

I. **Thesis Restatement:** LSS is a non-profit organization that helps many immigrants in our area.

II. **Main Point Summary:** We have examined how LSS helps immigrants, why its workload has been increasing and how it is connected to the Lexington community.

III. **Clincher:** Maybe now you have a better understanding of LSS, and how it serves the immigrant community. Legal immigrants aren't really strangers. They're new Americans! [Thinking]

**References**


Lutheran Social Services of Kentucky. [Online]. [2007, September 7].


## INSTRUCTOR CRITIQUE FORM

**THE INFORMATIVE SPEECH WITH PRESENTATIONAL AIDS**

**NAME:** ____________________________________________  **SECTION:** __________

**TITLE OF SPEECH:** ____________________________________________

<table>
<thead>
<tr>
<th>Poor</th>
<th>Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### Delivery

**Use of Voice:** Intelligibility (rate, volume, pitch, quality, enunciation, pronunciation)? Conversational style? Fluency? Emotional expression (enthusiastic, committed)?

Use of Body: Attire? Poise (no distracting cues)? Eye contact? Facial expressions? Gestures?

### Structure


**Microstructure:** Language (clear, accurate, vivid, inclusive)? Style (novelty, connectives, phrasing)? Technical jargon defined? No slang? No vocalized pauses (verbal garbage-- "uh," "um," "like," "ya' know")?

### Content

**Analysis:** Supporting points (appropriate, thematic, breadth, depth, and listener relevance)? Appropriate focus? Time met and not exceeded?


**Presentational Aids:** Construction (large, neat, colorful, clear, symbol system)? Integration (concealed/disclosed, referenced, smoothly demonstrated)?

Speaking Outline _____/ 1  

Time: ______

Total Points: ____/50
SELF-CRITIQUE FORM:
THE INFORMATIVE SPEECH WITH PRESENTATIONAL AIDS

NAME: ___________________________________________ SECTION: __________

Goal: To evaluate your own performance during your informative speech with presentational aids.

Rationale: As a form of cognitive restructuring, this exercise can help reduce public speaking anxiety.

Directions: After giving your speech, complete and turn in this form based on your thoughts.

1. In terms of Delivery (intelligibility, conversational style, fluency, emotional expression, attire, poise, eye contact, facial expressions, gestures), I did the following things well in my last speech.
   a.
   b.

2. In terms of Content (descriptive, listener relevance, "new," learning styles, oral footnotes, supporting material, presentational aids), I did the following things well in my last speech:
   a.
   b.

3. In terms of Structure (creativity, inclusive, clear, colorful, novel), I did the following things well in my last speech:
   a.
   b.

4. If I could do my last speech over again, I would do the following things differently:
   a.
   b.

5. Overall, I would give myself a grade of _____ on my last speech because….

6. To improve as a public speaker on my next speech, I am going to try to:
   a.
   b.
CLASSMATE CRITIQUE FORM  
THE INFORMATIVE SPEECH WITH PRESENTATIONAL AIDS

Critic (your name): ___________________________________________ Section: ________________

Speaker (person you critiqued): ____________________________________________________

Instructions: For each section, identify something the speaker did well and something the speaker could improve on. Your critique will be graded on the following criteria:
1. Use of "I" language (I liked how you…)
2. Use of specific examples (…you mentioned that millions of people are affected…)
3. Suggestions for improvement (Maybe it would help if you…)

<table>
<thead>
<tr>
<th>Delivery</th>
<th>CRITIQUE (Identify something the speaker did well and why. Identify something the speaker could do to improve, why, and how.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Voice:</strong></td>
<td>Intelligibility (rate, volume, pitch, quality, enunciation, pronunciation)? Conversational style? Fluency? Emotional expression (vocal variety)?</td>
</tr>
<tr>
<td><strong>Use of Body:</strong></td>
<td>Attire? Poise (no distracting cues)? Eye contact? Facial expression? Gestures?</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Microstructure:</strong></td>
<td>Language (clear, accurate, vivid, inclusive)? Style (novelty, connectives, phrasing)? Technical jargon defined? No slang? No vocalized pauses (verbal garbage-- &quot;uh,&quot; &quot;um,&quot; &quot;like,&quot; &quot;ya' know&quot;)?</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Analysis:</strong></td>
<td>Supporting points (appropriate, thematic, breadth, depth, and listener relevance)? Appropriate focus? Learning styles?</td>
</tr>
<tr>
<td><strong>Presentational Aids:</strong></td>
<td>Construction (large, neat, colorful, clear, symbol system)? Integration (concealed/ disclosed, referenced, smoothly demonstrated)?</td>
</tr>
</tbody>
</table>
CLASSMATE CRITIQUE FORM
THE INFORMATIVE SPEECH WITH PRESENTATIONAL AIDS

Critic (your name): ____________________________________ Section: __________________

Speaker (person you critiqued): ____________________________________________________

Instructions: For each section, identify something the speaker did well and something the speaker could improve on. Your critique will be graded on the following criteria:
1. Use of "I" language (I liked how you…)
2. Use of specific examples (…you mentioned that millions of people are affected…)
3. Suggestions for improvement (Maybe it would help if you…)

<table>
<thead>
<tr>
<th>Delivery</th>
<th>CRITIQUE (Identify something the speaker did well and why. Identify something the speaker could do to improve, why, and how.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Voice:</strong></td>
<td>Intelligibility (rate, volume, pitch, quality, enunciation, pronunciation)? Conversational style? Fluency? Emotional expression (vocal variety)?</td>
</tr>
<tr>
<td><strong>Use of Body:</strong></td>
<td>Attire? Poise (no distracting cues)? Eye contact? Facial expression? Gestures?</td>
</tr>
<tr>
<td></td>
<td><strong>Microstructure:</strong> Language (clear, accurate, vivid, inclusive)? Style (novelty, connectives, phrasing)? Technical jargon defined? No slang? No vocalized pauses (verbal garbage-- &quot;uh,&quot; &quot;um,&quot; &quot;like,&quot; &quot;ya' know&quot;)?</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td><strong>Analysis:</strong> Supporting points (appropriate, thematic, breadth, depth, and listener relevance)? Appropriate focus? Learning styles?</td>
</tr>
<tr>
<td></td>
<td><strong>Presentational Aids:</strong> Construction (large, neat, colorful, clear, symbol system)? Integration (concealed/ disclosed, referenced, smoothly demonstrated)?</td>
</tr>
</tbody>
</table>
CLASSMATE CRITIQUE FORM
THE INFORMATIVE SPEECH WITH PRESENTATIONAL AIDS

Critic (your name): ____________________________________  Section: __________________

Speaker (person you critiqued): ____________________________________________________

Instructions: For each section, identify something the speaker did well and something the speaker could improve on. Your critique will be graded on the following criteria:
1. Use of "I" language (I liked how you…)
2. Use of specific examples (…you mentioned that millions of people are affected…)
3. Suggestions for improvement (Maybe it would help if you…)

<table>
<thead>
<tr>
<th>Delivery</th>
<th>CRITIQUE (Identify something the speaker did well and why. Identify something the speaker could do to improve, why, and how.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Voice:</strong></td>
<td>Intelligibility (rate, volume, pitch, quality, enunciation, pronunciation)? Conversational style? Fluency? Emotional expression (vocal variety)?</td>
</tr>
<tr>
<td><strong>Use of Body:</strong></td>
<td>Attire? Poise (no distracting cues)? Eye contact? Facial expression? Gestures?</td>
</tr>
<tr>
<td></td>
<td><strong>Microstructure:</strong> Language (clear, accurate, vivid, inclusive)? Style (novelty, connectives, phrasing)? Technical jargon defined? No slang? No vocalized pauses (verbal garbage-- &quot;uh,&quot; &quot;um,&quot; &quot;like,&quot; &quot;ya' know&quot;)?</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td><strong>Analysis:</strong> Supporting points (appropriate, thematic, breadth, depth, and listener relevance)? Appropriate focus? Learning styles?</td>
</tr>
<tr>
<td></td>
<td><strong>Presentational Aids:</strong> Construction (large, neat, colorful, clear, symbol system)? Integration (concealed/ disclosed, referenced, smoothly demonstrated)?</td>
</tr>
</tbody>
</table>
CLASSMATE CRITIQUE FORM
THE INFORMATIVE SPEECH WITH PRESENTATIONAL AIDS

Critic (your name): ____________________________________ Section: __________________

Speaker (person you critiqued): ____________________________________________________

Instructions: For each section, identify something the speaker did well and something the speaker could improve on. Your critique will be graded on the following criteria:
1. Use of "I" language (I liked how you…)
2. Use of specific examples (…you mentioned that millions of people are affected…)
3. Suggestions for improvement (Maybe it would help if you…)

<table>
<thead>
<tr>
<th>Delivery</th>
<th>CRITIQUE (Identify something the speaker did well and why. Identify something the speaker could do to improve, why, and how.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Voice: Intelligibility (rate, volume, pitch, quality, enunciation, pronunciation)? Conversational style? Fluency? Emotional expression (vocal variety)?</td>
<td></td>
</tr>
<tr>
<td>Use of Body: Attire? Poise (no distracting cues)? Eye contact? Facial expression? Gestures?</td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td></td>
</tr>
<tr>
<td>Microstructure: Language (clear, accurate, vivid, inclusive)? Style (novelty, connectives, phrasing)? Technical jargon defined? No slang? No vocalized pauses (verbal garbage-- &quot;uh,&quot; &quot;um,&quot; &quot;like,&quot; &quot;ya' know&quot;)?</td>
<td></td>
</tr>
<tr>
<td>Analysis: Supporting points (appropriate, thematic, breadth, depth, and listener relevance)? Appropriate focus? Learning styles?</td>
<td></td>
</tr>
<tr>
<td>Presentational Aids: Construction (large, neat, colorful, clear, symbol system)? Integration (concealed/ disclosed, referenced, smoothly demonstrated)?</td>
<td></td>
</tr>
</tbody>
</table>
PERSUASIVE SPEECHES

• Fact, Value, Policy Claims
• Determining Your Target Audience
• Actuation Persuasive Symposium Speech
  Assignment Goal/Rationale/Description/Requirements
  Grading Criteria and Outline Checklist
  Policies and Procedures
  Group Contact
  Sample Group Contact
  Group Meeting Reflection Form
  Group Dynamics Summative Reflection Assignment
  Example Group Dynamics Summative Reflection
  Moderator Preparation Outline
  Group Preparation Outline
  Actuation Persuasive Symposium Speech Examples
  Problem-Cause Solution Generic Outline
  Monroe’s Motivated Sequence Generic Outline
  Actuation Persuasive Symposium Speech Example
  Instructor Critique Form
  Self-Critique Form
FACT, VALUE, POLICY CLAIMS

Speeches to persuade attempt to change listeners in some way. There are two kinds of persuasive speeches, each with its own goal. One kind of persuasive speech is dispositional where the speaker attempts to change listeners’ beliefs, values, or attitudes about something. Another kind of persuasive speech is actuation, which goes a step beyond dispositional speeches by attempting to change behavior of listeners and/or some faction of society. For example, if I tried to convince you that recycling is a good thing to do, that is a dispositional speech. If I also try to get you to change your recycling habits, then I am engaged in an actuation persuasive speech. Dispositional speeches tend to focus on claims of fact or claims of value, whereas actuation persuasive speeches tend to focus on claims of policy.

CLAIMS OF FACT

Thesis statements based on claims of fact are focused on topics people believe may or may not be true. The defining factor of a claim of fact is that we can debate whether or not the fact, is indeed, a fact. Claims of fact are debatable issues that attempt to convince listeners that something:

- did or did not exist (or occur)
  Example: evolution versus creation

- does or does not exist (or occur)
  Example: there is/is not intelligent life on other planets

- does or does not cause
  Example: smoking causes/does not cause cancer

- will or will not occur
  Example: a giant meteor will/will not destroy the earth

CLAIMS OF VALUE

Thesis statements based on claims of value are focused on debatable beliefs about something that is either:

- good/bad
  Example: Ronald Reagan deserves/does not deserve to be rated as an effective President

- moral/immoral
  Example: Euthanasia is moral/immoral

- “right”/“wrong”
  Example: Spanking children is right/wrong

- just/unjust
  Example: Capital punishment is fair/unfair
CLAIMS OF POLICY

Thesis statements based on claims of policy are focused on attempting to change behavior by calling listeners to action to solve a problem. To imply the expectation of action, thesis statements based on claims of policy include the words “should” or “should not.”

- The United States government should/should not raise taxes.
- The city of Lexington should/should not develop a better bike path system.
- The state legislature should/should not increase funding for higher education.
DETERMINING YOUR TARGET AUDIENCE

For any persuasive speech you present, all members of your audience may not share the same opinion. Some of your audience members may be undecided, some may be opposed to your position, and some may already agree with you. The degree to which you may attempt to persuade listeners is based on the mix of beliefs represented in your audience.

**Form:** Some listeners may be undecided about the issue you are discussing.

If you present a speech on the dangers of secondhand smoke and your audience is unsure about whether or not these dangers are valid, your speech can potentially create a frame of reference with which your audience views the topic. The persuasiveness of your supporting material will determine whether or not the audience adopts your perspective.

**Reform:** Some listeners may be opposed to the issue you are advocating.

If you were to present a pro-choice speech to a group of people representing the Catholic diocese, you could safely assume that most of your listeners are opposed to your position. You might be more successful if you limit the degree to which you are persuading. You might try to convince them that abortion is a viable option when the alternative is certain death for mother and child during delivery. By narrowing your persuasive goal, you have a more realistic chance of communicating your message effectively.

**Reinforce:** Some listeners may already agree with you about the issue at hand.

If you are doing a persuasive speech on recycling and most of your listeners agree that it is a “good” thing (claim of value), you might try to persuade them to recycle more effectively by sorting their plastics (shift to claim of policy). By building on the foundation of agreement, it is much easier to persuade an audience to consider implementing a behavior change.

You can discover the stance of your listeners through audience analysis (educated guess) or by surveying the group. Whichever method you choose, it’s important to identify the majority belief held by your listeners as a means of establishing who the target audience is for the speech. However, this does not mean you ignore those listeners whose beliefs are not within the majority. Instead, knowing the stance of your listeners helps you determine the degree to which you might be able to successfully persuade the group.
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:**
SAMPLE GROUP CONTRACT

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*
_______________________________________________    ___/___/______
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:

   1   2   3   4   5   6   7  
   (Poor) (Met requirements) (Excellent)

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 even was 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 there. 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:
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.
PROBLEM-CAUSE-SOLUTION
GENERIC OUTLINE:

(Actuation Persuasive Speech Format)

Introduction

I. Attention Catcher

II. Listener Relevance

III. Speaker Credibility

IV. Thesis Statement

V. Preview: In this speech, your main points will always consist of the problem, the cause(s), and the solution.

Transition (optional):

Body

I. First Main Point – The Problem

Here is where you talk about the significance of the problem. Who does it affect? How many people are affected? How does it affect them? To what degree are they affected?

A. Subpoints are developed with specific instances (examples).

B. Subpoints are developed with facts and statistics.

C. Subpoints are developed by relating the problem to the audience members (listener relevance).

Transition:

II. Second Main Point – The Cause(s)

Here is where you talk about what factors are contributing to creation of the problem. Why does the problem exist? What are the things that would have to change in order to eliminate the problem?

A. Subpoints are developed with specific instances (examples).

B. Subpoints are developed with facts and statistics.

C. Subpoints are developed by relating the problem to the audience members (listener relevance).

Transition:
III. Third Main Point – The Solution(s)

Here is where you offer the solutions to the problem. You may discuss places where the solution has worked before. You may explain why it will help solve the problem because it eradicates one of the causes of the problem.

A. National or International level (What should the government do to help solve the problem?)
B. Local level (What should states, communities, organizations do to help solve the problem?)
C. Personal level (What should each person in the room do to help solve the problem?)

Transition (optional):

Conclusion
I. Thesis restatement

II. Main point summary

III. Call to Action/Clincher: Request specific action from the audience. State your personal intent to take the same course of action requested of your listeners. Recapture interest in a way that ties back to the attention catcher.

References
Use correct APA style.
MONROE’S MOTIVATED SEQUENCE
GENERIC OUTLINE:

(Actuation Persuasive Speech Format)

Introduction

I. Attention Catcher

II. Listener Relevance Link

III. Speaker Credibility

IV. Thesis Statement

V. Preview: In this speech, your main points will always consist of the need step, the satisfaction step, and the visualization step.

Transition (optional):

Body

I. First Main Point – Need Step

There are potentially two kinds of needs from which to choose. For your speech, you will choose either “need for a change” (point out what’s wrong with present conditions) or “need to preserve present conditions” (point out the dangers which may result from impending change).

A. Subpoints are developed in the following ways:

   Illustrations – Reveal one or more incidents to illustrate the need

   Ramifications – Employ as many additional facts, examples, and quotations as are required to make the need convincingly impressive.

   Pointing – Illuminate the importance of this issue to audience members.

Transition:

II. Second Main Point – Satisfaction Step

This step satisfies the need by presenting a workable solution to eliminate the need.

A. Subpoints are developed in the following ways:

   Explanation – State your proposal in an easily understood fashion.

   Theoretical demonstration – Show how the solution logically and adequately meets the need pointed out in the need step. Develop this segment thoroughly.

   Practical Experience – Cite actual examples of where this proposal has worked effectively.

   Meeting Objections – Forestall opposition by showing how your proposal overcomes any objection that might arise.

Transition:
III. Third Main Point – Visualization Step

The visualization step must attempt to stand the test of reality. The conditions you describe must seem realistic. The more vividly you describe the projected situation, the stronger reaction it will evoke from the audience.

A. Subpoints must be developed from three methods of visualizing the future.

   Positive Visualization – Describe the conditions as they will exist in the future if your proposal solution is actually implemented. Picture your listeners enjoying the safety, pleasure, or pride that acceptance of your proposal will have produced.

   Negative Visualization – Describe the conditions of the future if your proposed solution is not carried out. Picture the audience enduring the unpleasant effects resulting from their failure to implement your proposal.

   Contrasting Visualization – In this method, you combine positive and negative visualization. Begin by illustrating the negative visualization (undesirable future results) and conclude by illuminating positive visualization (desirable future results).

Transition (optional):

Conclusion

I. Thesis Restatement

II. Main Point summary

III. Call to Action/Clincher: Request specific action from the audience. State your personal intent to take the same course of action requested of your listeners. Recapture interest in a way that ties back to the attention catcher.

References

Use correct APA style.
ACTUATION PERSUASIVE SYMPOSIUM SPEECH EXAMPLE

Monroe’s Motivated Sequence Design

Formal Outline: “The Dirty Truth about Antibacterial Products”

Jennifer Gilderhus, Megan Gilderhus, Stephanie Ahlfeldt, and Daniel Grothues

Introduction

I. Attention Catcher: A meticulously dressed man in a suit and overcoat squeezed his way through the rush-hour crowd as he boarded the New York City subway. As he braced himself for the ride ahead, he noticed a sign above him that read, “You are the 423rd person to touch that pole today!” Nearby another advertisement warned, “The last guy to touch that pole was named Sal Monella.”

II. Listener Relevance: Just think of the hundreds of people who have sat in that very seat, touched that same spot in front of you. How many of those people did not wash their hands in the bathroom before sitting there?

III. Speaker Credibility: Through our research, we have found that America’s obsession with germs is being fueled by misleading advertising and overzealous use of antibacterial products.

IV. Thesis: Americans’ overuse of antibacterial products is reducing their effectiveness as germ fighters.

V. Preview: Today we’re going to get down and dirty with germs. Jennifer Gilderhus will be the moderator. Megan Gilderhus will identify the abuse of antibacterial products and will describe its dangerous results, Daniel Grothues will propose a more practical solution for germ removal, and Stephanie Ahlfeldt will visualize a continued future of antibacterial over-use. Together, we will propose a more realistic approach for germ protection; one that includes the practical use of antibacterial products.

Transition: Most of us have heard of these products, many of us buy them and use them regularly. Megan will begin by telling us why these products are not as effective as we would like them to be.

Body

I. First Main Point (Need-Problem): Americans are overusing antibacterial products.

Listener Relevance: You might be familiar with the way a disk jockey overplays a new song on the radio. After a few days, you are tired of hearing the same songs over and over. In that same way, Americans are overusing antibacterial products.

A. Subpoint: We are obsessed with being clean and will buy any product that promises complete germ removal.

1. Sub-Subpoint: The May 9, 1999, edition of the Washington Post reports how one lady’s obsession with being clean led her to buy an antibacterial pizza cutter and Calvin Klein antibacterial socks!
2. **Sub-Subpoint:** One in five Americans has a family member who is obsessed with germs. (Rosin, 1997, p. On-line).

3. **Sub-Subpoint:** 39% of Americans said they have changed their cleaning habits due to germs. (Rosin, 1997, p. On-line).

4. **Sub-Subpoint:** Last year alone, retailers sold $400 million worth of antibacterial products (Rosin, 1999, p. On-line).

**B. Subpoint:** Antibacterial product advertising creates a false sense of security.

1. **Sub-Subpoint:** A recent survey conducted for the Infectious Disease Society of America found that nearly half of all soaps on the market now contain antibacterial agents (Leland, 2000, p. On-line).

2. **Sub-Subpoint:** According to Dr. S. Levy of Tufts University, “At best these products are ineffective. Even if one did work when first applied, as its level of concentration dropped, bacteria could produce strains that resist it,” (Leland, 2000, p. On-line).

3. **Sub-Subpoint:** In response to this threat, the American Medical Association suggested government regulation for antibacterial products (Leland, 2000, p. On-line).

**Transition:** Thank you Megan for highlighting some of the problems with antibacterial products. Please continue by bringing to our attention the consequences of our overuse.

**II. Second Main Point (Need-Cause):** An effect of antibacterial product overuse is reduced effectiveness.

**Listener Relevance:** None of us like to feel dirty – especially Americans. That’s why we take showers or baths, wear cologne and perfume and buy hundreds of products that will make us smell better and feel cleaner.

**A. Subpoint:** Overuse of antibacterial products may increase illness and bring on new germs.

1. **Sub-Subpoint:** There is a growing contention that we don’t have enough dirt and germs in our lives. (Leland, 2000, p. On-line).

2. **Sub-Subpoint:** According to the September 12, 2000, Minneapolis *Star Tribune*, a few studies show that this crusade for cleanliness may have gone too far. Researchers believe our progress in domestic hygiene may be responsible for the increased rates of asthma, eczema, hay fever, and allergies and may open the venue for new germs.

3. **Sub-Subpoint:** As Dr. Andrew Liu, Pediatric Asthma Specialist at the National Jewish Medical Research Center in Denver states in the aforementioned *Tribune* article, “We’re finding that childhood exposure to infections and certain environmental toxins seems to have a protective effect.”

**B. Subpoint:** Bacteria are showing signs of resistance to antibacterial agents.

1. **Sub-Subpoint:** New studies are showing that more and more bacteria are becoming impervious to antibacterial agents in “germ killing” soaps and cleansers. (Kolata, 2001, p. On-line).

2. **Sub-Subpoint:** Popular antibacterial hand soaps provide extra protections, but they do not sterilize hands and they are not approved by the FDA. (Davis, 1999, p. On-line).
Transition: As Megan has described, our overuse is a serious problem. Daniel will now propose a more practical solution for germ control.

III. Third Main Point (Satisfaction-Solution): Our suggestion for practical germ protection is three-fold. Consumer awareness, moderated use of antibacterial products, and proper hygiene practices are the focus of our solution.

Listener Relevance: I’m sure almost all of us have bought a product because of cool labeling or an attractive advertisement. We can still feel clean and avoid unsightly germs by being more alert to product advertising.

A. Subpoint: Antibacterial product advertising promises much more than most products can produce.

1. Sub-Subpoint: The first thing to know is that many scientists and government officials have complained that the advertising of these products is misleading, and the Environmental Protection Agency has disciplined several companies for exaggerated claims. (Rosin, 1999, P. On-line).

2. Sub-Subpoint: Hasbro advertised that its antibacterial toys and highchairs “protect your child from germs and bacteria.” The EPA made Hasbro change the claim after it was found untrue. (Rosin, 1999, p. On-line).

B. Subpoint: If you do use antibacterial products, use them in moderation.


2. Sub-Subpoint: As a result, the Federal Trade Commission has begun cracking down on germ-fighting claims being made for a growing number of antibacterial products. (Mayer, 1999, p. On-line).

3. Sub-Subpoint: Jodie Bernstein, Director of the FTC’s Bureau of Consumer Protection says, “the message we hope to send consumers is ‘Don’t think that these products give you any better protection than washing your hands with soap and hot water.’ ” (Mayer, 1999, p. On-line).

C. Subpoint: For practical germ removal, the solution is simple.

1. Sub-Subpoint: Handwashing. This is the tip mentioned first by everyone. It sounds simple, but it is still the best way to prevent infection. (Burcum, 2000, p. On-line).

2. Sub-Subpoint: However, doing it correctly is important. The U.S. Centers for Disease Control and Prevention recommends this process: wet hands with warm soap and water, lather up with soap, rub hands together briskly for 10 seconds, rinse, and dry off with a paper towel. (Burcum, 2000, p. On-line).

Transition: Dr. Marc Miccozzi, chairman of the National Hygiene Foundation supports and practices this solution to germ control. Stephanie will now visualize a future without limited use of antibacterial products.

IV. Fourth Main Point (Visualization): Continued abuse of antibacterial products presents a dangerous future for germ control.

Listener Relevance: We’ve all heard stories on the news about colds and flus developing in new, never before seen strains.
A. **Subpoint:** Strains of resistant bacteria will develop.

1. **Sub-Subpoint:** A Tufts University Health & Nutrition Letter from October 1998 states that overkill can backfire. “It can lead to the development of bacteria that will be able to withstand the action of antibacterial agents should they ever really be needed.” (Antibacterial Overkill, 1998)

2. **Sub-Subpoint:** Stuart Levy explains in a *New York Times* article, “Like antibiotics, antibacterials can alter the mix of bacteria; they simultaneously kill susceptible bacteria and promote the growth of resistant strains… and now are available to thrive thanks to the destruction of competing microbes.” (Brody, 2000)

B. **Subpoint:** Bacteria will mutate and we will run out of defenses.

1. **Sub-Subpoint:** “The more they’re used, the more the bacteria that they are supposed to destroy will undergo mutations that only serve to strengthen them by allowing them to ‘resist’ the antibacterial attacks.” (Antibacterial Overkill, 1998)

2. **Sub-Subpoint:** As the June 28, 2000, Minneapolis *Star Tribune* describes, “Chemicals can stick around in the home and continue to select for resistance when the levels of these chemicals drop. Then even high levels of the chemicals won’t work.” (Brody, 2000)

**Transition:** Stephanie has clearly described the dangerous possibilities of antibacterial product abuse. Luckily, the future for germ control doesn’t have to be so bleak.

**Conclusion**

I. **Action/(Action Step):** YOU can protect yourself from germs without antibacterial products. The solution is simple… Wash Your Hands! Ironically, the American that cleans with antibacterial products shows an astonishing unwillingness to take such a simple step. According to the American Society of Microbiology, a study of 7,836 people in restrooms in Chicago, Atlanta, New York, New Orleans and San Francisco, just 58 percent washed their hands! (Kolata, 2001, p. On-line)

II. **Listener Relevance:** It doesn’t matter where you are or what you are doing. If you are getting on the subway, speaking on a public phone, or sitting in your classroom – you can protect yourself from germs without the use of antibacterial products.

III. **Speaker Credibility:** Through our research, we’ve found that America’s obsession with germs can be handled effectively without the use of antibacterial products.

IV. **Thesis Restatement:** We hope we’ve convinced you that America’s overuse of antibacterial products is indeed reducing their effectiveness as germ fighters.

V. **Main Point Summary:** Today, Megan identified the abuse of antibacterial products and described the dangerous consequences, Stephanie proposed a future of continued abuse, and Daniel detailed a simple solution to an increasingly complex problem.

VI. **Clincher:** The next time you’re boarding the subway or sitting in class – remember, you can be germ free – without the use of antibacterial products.
References

Brody, J. (2000, June 28). ‘Antibacterial’ may be antihealthy bacteria-killing cleansers and products actually may help create the superbug that many fear, health experts warn. Star Tribune, p. 2E.


Burcum, J. (2000, Dec. 19). Debugging the holidays: Spreading cheer doesn’t have to mean spreading germs – or getting them. Star Tribune, p. 1E.

Davis, E. A. (1999, Oct. 24). Despite questions of efficacy, antibacterials clean up; hygiene: sales of germ-killing consumer products are booming, despite warnings that they could lead to superbugs resistant to antibiotics. The Los Angeles Times, p. 9.


ACTUATION PERSUASIVE SYMPOSIUM SPEECH EXAMPLE
Individual Member Outline Example

Formal Outline: “Problems with Antibacterial Products”
Megan Gilderhus

Introduction
I. Attention Catcher: The November 10th, 1997 edition of The New Republic states that half of all Americans go out of their way to buy antibacterial products whenever possible.

II. Listener Relevance: As consumers, we should all be concerned about antibacterial overuse.

III. Speaker Credibility: Through my research, I’ve learned that antibacterial products lose their effectiveness when not used in moderation.

IV. Thesis: Practical, not obsessive, use of antibacterial products is essential for total germ protection.

V. Preview: Today, I’ll discuss our overuse of antibacterial products. I’ll point out the misleading advertising that gives us a false sense of security and finally, I’ll warn you of the dangerous consequences of antibacterial product overuse.

Transition: Let’s start by looking at the overuse of antibacterial products.

Body
I. First Main Point: Americans are overusing antibacterial products.

   Listener Relevance: Have you ever noticed how often disk jockeys replay new songs on the radio? After a while, you get tired of hearing the same songs. Similar to this overplay is America’s overuse of antibacterial products.

   A. Subpoint: We are obsessed with being clean and will buy any product that promises complete germ removal.

      1. Sub-Subpoint: One in five Americans has a family member who is obsessed with germs. (Rosin, 1997, p. On-line).

      2. Sub-Subpoint: 39% of Americans said they have changed their cleaning habits due to germs. (Rosin, 1997, p. On-line).

   B. Subpoint: Antibacterial product advertising creates a false sense of security.

   C. Subpoint: A recent survey conducted for the Infectious Disease Society of America found that nearly half of all soaps on the market now contain antibacterial agents (Leland, 2000, p. On-line).

Transition: Now that I’ve discussed some of the problems with antibacterial products, I’ll describe the consequences of our overuse.
II. Second Main Point: An effect of antibacterial product overuse is reduced effectiveness.

Listener Relevance: None of us like to feel dirty. We take showers or baths, wear cologne and perfume and apply deodorants and powders daily. Unfortunately, this “need to be clean” can be dangerous.

A. Subpoint: Overuse of antibacterial products may increase illness and bring on new germs.
   1. Sub-Subpoint: There is a growing contention that we don’t have enough germs and dirt in our lives.
   2. Sub-Subpoint: As Dr. Andrew Liu, pediatric asthma specialist at the National Jewish Medical Research Center in Denver, states in the aforementioned Tribune article, “We’re finding that childhood exposure to infections and certain environmental toxins seems to have a protective effect.”

B. Subpoint: Bacteria are showing signs of resistance to antibacterial agents.

C. Sub-Subpoint: Popular antibacterial hand soaps provide protection, but they do not sterilize hands and they are not approved by the FDA. (Davis, 1999, p. On-line).

Conclusion

I. Thesis Restatement: In conclusion, practical, not obsessive use of antibacterial products is essential for total germ protection.

II. Main Point Summary: Today, we have discussed Americans’ overuse of antibacterial products and how this may lower effectiveness of antibacterial products.

III. Clincher: As stated in the November 10, 1997, edition of The New Republic, half of all Americans buy antibacterial products whenever possible, but with this new information, I hope you think twice about making that purchase.

References
ACTUATION PERSUASIVE SYMPOSIUM SPEECH EXAMPLE
Individual Member Outline Example

Formal Outline: “Visualizing the Future”
Stephanie Ahlfeldt

Introduction

I. Attention Catcher: It’s the bleak winter season again… and every other person seems to be ill and determined to spread his or her germs. The grocery store checker sneezes as she scans the produce. The man on the train coughs constantly as his seatmate scrunches against the window and turns her head away… But there also is a counter-insurgency out there, armed with an arsenal of hand soaps, sprays for the bathroom and kitchen countertops, dishwashing detergents, lotions, Band-Aids, toothbrushes, toothpaste, even chopsticks with chemicals guaranteed to kill household germs. The army is deployed despite scientists’ repeated warnings that the more you try to kill germs, the stronger they become. Not only are new studies showing that more and more bacteria are becoming impervious to antibiotics, but there are studies showing that, at least in the laboratory, bacteria can become resistant to the germ-killing chemicals in soap and cleansers.

II. Listener Relevance: This is a scary story for us to hear being we all use antibacterial products, even if it is just to wash our hands after using a public restroom. This New York Times article from January 7, 2001, points out important information for us to consider.

III. Speaker Credibility: Personally, I use antibacterial products daily and am surprised to find in my research that I may actually be harming myself and others.

IV. Thesis: Continued abuse of antibacterial products presents a dangerous future for germ control.

V. Preview: Today, we will examine our future with the continued use of antibacterial products. We will discuss the possibilities of resistant bacteria strains developing, and the mutation of bacteria that we will eventually not be able to defend against.

Transition: Let’s start by examining the possibility of resistant bacteria developing.

Body

I. First Main Point: Strains of resistant bacteria will develop.

   A. Subpoint: A Tufts University Health & Nutrition Letter from October 1998 states that overkill can backfire. “It can lead to the development of bacteria that will be able to withstand the action of antibacterial agents should they ever really be needed.”

   B. Subpoint: Stuart Levy explains in a New York Times article, “Like antibiotics, antibacterials can alter the mix of bacteria; they simultaneously kill susceptible bacteria and promote the growth of resistant strains… and now are available to thrive thanks to the destruction of competing microbes.”

Transition: The thought of resistant strains developing is a very serious problem, but what about when bacteria begin to mutate and we run out of defense?
II. Second Main Point: Bacteria will mutate and we will run out of defenses.

A. Sub-Subpoint: “The more they’re used, the more the bacteria that they are supposed to destroy will undergo mutations that only serve to strengthen them by allowing them to ‘resist’ the antibacterial attacks.” (Antibacterial Overkill, 1998)

B. Sub-Subpoint: The Star Tribune from June 28, 2001, describes, “Chemicals can stick around in the home and continue to select for resistance when the levels of these chemicals drop. Then even high levels of the chemicals won’t work.” (Brody, 2000)

Transition: Now it is easy to see how dangerous the overuse of antibacterial products truly is.

Conclusion

I. Thesis Restatement: Continued abuse of antibacterial products does, in fact, present a dangerous future for germ control.

II. Main Point Summary: Today, we have examined our future with the continued use of antibacterial products. We discussed the possibilities of resistant bacteria strains developing and the mutation of bacteria that we will not be able to defend against.

III. Clincher: The next time you are in public and are exposed to people coughing and sneezing, avoid reaching for your hand sanitizer. It could make next winter’s cold even worse!

References

Brody, J. (2000, June 28). ‘Antibacterial’ may be antihealthy bacteria-killing cleansers and products actually may help create the superbug that many fear, health experts warn. Star Tribune, p. 2E.


ACTUATION PERSUASIVE SYMPOSIUM SPEECH EXAMPLE

Individual Member Outline Example

Formal Outline: “Solutions to Germ Removal”

Daniel Grothues

Introduction

I. Attention Catcher: How can we help prevent the spread of resistant bacteria?

II. Listener Relevance: We all have to be more responsible.

III. Speaker Credibility: Through my research I have developed a plan of action that everyone can easily follow.

IV. Thesis: There are several alternative solutions to germ removal.

V. Preview: Today, we’ll examine some alternative solutions to antibacterial products. In particular, the solution can be found through the use of regular soap and by simply being more practical with antibacterial products.

Transition: According the Minneapolis Star Tribune, December 19, 2000, hand washing with regular soap is still the best way to prevent infection.

Body

I. First Main Point: Antibacterial products advertising promises more than most products can produce, thus the consumer has to develop an awareness of this fact.

A. Subpoint: According to many scientists and government officials advertising on these products is misleading. Also, the Environmental Protection Agency (EPA) has disciplined several companies for exaggerated claims.

B. Subpoint: Hasbro advertised that its antibacterial toys and highchairs “protect your child from germs and bacteria.” The EPA made Hasbro change the claim after it was found untrue.

Transition: While increased awareness is a solution for practical germ protection, moderated use of these products is the best alternative.

II. Second Main Point: If you do use antibacterial products, use them in moderation.

A. Sub-Subpoint: We’ve gone overboard trying to kill everything in the environment.

B. Sub-Subpoint: As a result the Federal Trade Commission (FTC) has begun cracking down on germ-fighting claims being made for a growing number of antibacterial products.

C. Sub-Subpoint: Jodie Bernstein, Director of the FTC’s Bureau of Consumer Protection says, “the message we hope to send consumers is ‘Don’t think that these products give you any better protection than washing your hands with soap and hot water.’ ”

Transition: Not just the moderated use of antibacterial products, but also proper hygiene practices are the focus of our solution.

III. Third Main Point: For practical germ removal, the solution is simple.
A. **Sub-Subpoint:** Hand-washing. This is the tip mentioned first by everyone. It sounds simple, but it is still the best way to prevent infection.

B. **Sub-Subpoint:** However, doing it correctly is important. The U.S. Center for Disease Control and Prevention recommends this process: Wet hands with warm soap and water, lather up with soap, rub hands together briskly for 10 seconds, rinse, and dry off with a paper towel.

**Transition (optional):**

**Conclusion**

I. **Thesis Restatement:** In conclusion, there are several alternative solutions to germ removal.

II. **Main Point Summary:** Today, we discussed several solutions to germ removal. Be an alert consumer, moderate your use of antibacterial products, and practice proper hygiene habits.

III. **Clincher:** By now you should have an idea of how to be an aware consumer to prevent the spread of resistant bacteria.

**References**


Burcum, J. (2000, Dec. 19). Debugging the holidays: Spreading cheer doesn’t have to mean spreading germs – or getting them. *Star Tribune*, p. 1E.
## INSTRUCTOR CRITIQUE FORM

**THE ACTUATION PERSUASIVE SYMPOSIUM SPEECH**

<table>
<thead>
<tr>
<th>Poor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
</table>

### Individual Grade

<table>
<thead>
<tr>
<th><strong>Use of Voice:</strong></th>
<th>Intelligibility ____</th>
<th>Conv. Style ____</th>
<th>Fluency ____</th>
<th>Emotional Expression ____</th>
<th><strong>Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Body:</strong></td>
<td>Attire ____ Poise ____ E.C. ____</td>
<td>Facial Exp. ____ Gestures ____</td>
<td>Use of Lecturn ____</td>
<td><strong>Points</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Structure

| **Macrostructure and Microstructure** | All parts of speech present ____ | Language _____ Jargon defined ____ | No vocalized pauses ____ | **Points** |

### Content

<table>
<thead>
<tr>
<th><strong>Analysis:</strong></th>
<th>Breadth of support ____</th>
<th>Depth of support ____</th>
<th>Appropriate # of sources ____</th>
<th><strong>Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporting Material (including PowerPoint visual aid)</strong></td>
<td>Clear ____ Relevant ____ Recent ____</td>
<td>Properly cited _____</td>
<td>Well done PPT ____</td>
<td><strong>Points</strong></td>
</tr>
</tbody>
</table>

### Group Grade

<table>
<thead>
<tr>
<th><strong>Dynamics</strong></th>
<th>Teamwork ____ Cooperation ____</th>
<th>Synergy ____</th>
<th><strong>Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Thematic ____ Substance ____</td>
<td>LRLs ____ Support _____ LS _____</td>
<td><strong>Points</strong></td>
</tr>
<tr>
<td><strong>PowerPoint</strong></td>
<td>Construction ____ Integration ____</td>
<td>Thematic ____</td>
<td><strong>Points</strong></td>
</tr>
</tbody>
</table>

Time: ______
Total Points: ____/56
SPECIAL OCCASION AND IMPROMPTU SPEECHES

- Special Occasion Speech
- Special Occasion Speech of Tribute or to Entertain
  Assignment
  Grading Criteria
  Major Dangers of the Special Occasion Speech
- Tips for Using a Manuscript
- Sample Speech of Tribute
- Sample Speech to Entertain
- Speaking Manuscript Example
- Instructor Critique Form

- Impromptu Speech
  Assignment
  Grading Criteria
  Tips for Impromptu Speaking
- Impromptu Speech Example
  Preparation Outline
  Instructor Critique
SPECIAL OCCASION SPEECHES

SPEECH TO INTRODUCE A SPEAKER

DESCRIPTION
The major purpose of this speech should be to focus the audience on the featured speaker and create a desire for the audience to hear the speaker’s message. Assume that you are introducing the featured speaker for some specific occasion. You should limit your remarks to areas that include why the speaker should be recognized, successes the speaker has experienced, qualities of the speaker that are laudable, and any additional points that contribute to the success of the speaker.

SPECIAL REQUIREMENTS
If this were an actual introduction, the first thing that would be required of you would be to consult with the speaker prior to presenting the introduction. You must also analyze your audience to determine the length, language, and style of your speech. You must state the individual’s name and the speech title. Your introduction should be brief but adequate, it should stress the importance of the speaker’s subject, and it should be delivered with sincerity and enthusiasm. The suggested time limit is 1–2 minutes.

SPEECH OF PRESENTATION

DESCRIPTION
The purpose of this speech is to present an award, prize, or gift to an individual or group. It is also a way to formally recognize an accomplishment and share that information with the audience. Organize your presentation into three parts by showing what the award is for, by giving the criteria for winning or achieving the award, and by stating how the person won or achieved the award.

SPECIAL REQUIREMENTS
Your remarks must include: name and what the award is. You must present information that allows the audience to understand what the recipient has done and what criteria were met. For example, if you present an award for competition you must decide the type of contest, the number of contestants, and the way the contest was judged. Your presentation should be delivered with enthusiasm. The suggested time limit is 3–5 minutes.

SPEECH OF ACCEPTANCE

DESCRIPTION
You were presented an award and you need to accept it with gratitude in front of an audience.

SPECIAL REQUIREMENTS
The ironic aspect about this speech is that it should not be about you. You should only thank the people who presented it to you and the people who helped you get it. Also, you should pay your respects to the other people who were up for the award. A third thing you should do is explain to the listeners what it took for you to win it.
SPEECH OF NOMINATION

DESCRIPTION
A speech of nomination reviews the accomplishments of an admired person and then nominates them for a position in a company or some other group.

SPECIAL REQUIREMENTS
The important thing is that you don’t say the name of the person until you finished listing their qualities. This could be helpful especially if the person is not well liked because the audience is more prone to listen.

SPEECH TO ENTERTAIN

DESCRIPTION
Your objective is to provide enjoyment for listeners. There are basically two approaches to this speech: Start with a ridiculous subject and deal with it in a mock serious tone; or select a serious subject and approach it with an exaggerated sense of humor. Your speech should accomplish three things: It should make a point; it should display an excellent use of language; and it should use strong emotional appeals. Topics should not offend anyone but rather allow us to laugh at each other. The humor of the speech will be attained in an area of supporting material. It is a good idea to employ a range of tactics as means of injecting humor into the speech. Finally, you must keep in mind at all times that you are giving a speech and that you must make a serious point.

SPECIAL REQUIREMENTS
This speech should follow the same organizational format as the informative or persuasive speeches. Your speech needs to be energetic but also conversational and direct. You should avoid being overly dramatic. The suggested time limit is 5 minutes.

SPEECH OF TRIBUTE

DESCRIPTION
The goal with this speech is to praise a person’s qualities or achievements. You will create a desire in your listeners to emulate the person or persons honored. Some types of tribute speeches include: farewells—when people retire or quit; dedications—commemorating a person, event, or occasion; eulogies—speeches at funerals.

SPECIAL REQUIREMENTS
Other information that is included in speeches of tribute is discussing what qualities about the person should be carried on by other members of the company or why certain traditions should be carried on by the organization. The important thing is that the speaker does not itemize the accomplishments of the honored person or group because it weakens the impact.
SPEECH OF GOODWILL

DESCRIPTION

The speech of goodwill informs an audience about a product, service, operation, or procedure and it enhances the listeners’ appreciation of a particular institution, practice, or profession. Some examples would include a luncheon meeting or a product show.

SPECIAL REQUIREMENTS

The length of time that is spent on giving this speech depends on the content. If it is part of a larger banquet that is not based solely on this person, product, or service, the speech should be short and to the point, maybe lasting for 5–8 minutes. But if the meeting was arranged specifically for you to give this speech, it may last up to 30 minutes or more. All of the good qualities of a conversational and confident speaker should be present.

AWARD PRESENTATION ACTIVITY

Divide students into dyads. Each pair is given matching descriptions of a businessperson, entertainer, or celebrity and is asked to study the descriptions. One student in each dyad is asked to “present” the award and the other “accepts” it. The “accepting” student assumes the role of the individual in the description. Presuming students in the class are attending an awards banquet, the presenter and receiver prepare impromptu speeches for the occasion and deliver them in front of the group. Examples of fictitious awards might be “Entertainer of the Year,” “Small Businessperson of the Year,” etc., this role-playing activity helps students operationalize special occasion speeches and gain experience in impromptu speaking.
SPECIAL OCCASION SPEECH

DESCRIPTION:
You will be assigned a special occasion speech by your instructor to complete during finals week. The idea is to create a speech that builds community in your classroom through shared experiences over the past semester.

RATIONALE:
This speech is designed to provide students the opportunity to prepare a formal special occasion speech while exploring the challenges of maintaining dynamic and immediate delivery with the use of a manuscript.

REQUIREMENTS:
- Time limit: 2-3 minutes
- Manuscript: 8 X 11 paper; typed
- Lectern: Required
- Content: Develop a speech that strengthens your classroom community through shared values and experiences. You’ll want to use language that is evocative, so you will be expected to incorporate the figures and structures of speech discussed in chapter 11.
- Supporting Material: Examples, personal experiences, and sources (where appropriate)

ASSIGNMENT POINT BREAKDOWN:
- Speech: 10 points, including 2 points for manuscript
SPECIAL OCCASION SPEECH OF TRIBUTE OR TO ENTERTAIN

GRADING CRITERIA
In order to earn the maximum number of points, you must demonstrate the following specific skills during the speech.

CONTENT
- You must be within the time constraint.
- You must incorporate listener relevance links throughout the speech.
- You must create a sense of community through your use of support material (examples, experiences, stories, etc.) Sources must be orally cited if consulted.
- You must address each learning style during the speech.

STRUCTURE
Macrostructure/Microstructure:
- You must maintain a logical progression of ideas.
- You must use engaging and creative language to achieve the goal of your speech (tribute or entertain).
- Figures and structures of speech must be used throughout to create both imagery and rhythm.

DELIVERY
Use of Voice:
- You must be intelligible, conversational, and sincere.
- You must demonstrate fluency.
- You must use emotional expression to engage your listeners. (You cannot read the speech to the audience.)

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.
MAJOR DANGERS OF THE SPECIAL OCCASION SPEECH

We’ve all heard horror stories of the special occasion speech gone wrong, whether it be the intoxicated best man who didn’t know when to stop or the aunt who insisted on telling inappropriate stories at the formal family reunion. To ensure your success in the COM 181 classroom, the following are suggestions for developing a special occasion speech that will get you raves instead of rants:

A SPEECH OF TRIBUTE IS NOT A BIOGRAPHY.

Often times students fall into a book report format when doing a speech of tribute. Remember, the goal of this speech is to celebrate with your audience a person’s qualities or achievements, not bludgeon them to boredom with dates and facts about that person. In order to steer clear of the biography trap, focus on the values you see represented in the life of the person you are praising. What examples can you draw from this person’s life to help illustrate these values? Focusing on the shared values represented in the person’s life, and not the facts, will help you develop a speech of tribute that truly honors the life of that person.

THINK CAREFULLY ABOUT EMOTIONAL SUBJECTS.

While it’s important to talk about the things that are important to you, you still want to think carefully about what you share with your audience. Keep in mind that anxiety can sometimes intensify emotions, so doing a speech of tribute on a close grandparent who has recently passed away may not be an appropriate choice for your classroom speech.

USE HUMOR APPROPRIATELY.

There’s nothing worse than waiting for laughter that isn’t coming. You may find that what was funny at three in the morning with your good friends may not be quite as hilarious at eight in the morning under the glare of fluorescent lights. To avoid this awkward scenario, try your attempts at humor out on people who DON’T share your sense of humor. Make sure you’re using humor that everyone can relate to and is not offensive or disrespectful to anyone in the audience. Ethical guidelines for public speaking, as with all types of speeches, apply to a speech to entertain.

DO NOT PLAGIARIZE.

For whatever reason, students tend to plagiarize more with this assignment than others. Maybe it’s the easy accessibility of speeches or maybe it’s the stress of the end of the semester—whatever the reason, it isn’t ever good enough. Plagiarizing jeopardizes your degree, as well as your integrity. Since you’re smarter than that, embrace this opportunity to show just how creative YOU can be!
TIPS FOR USING A MANUSCRIPT

WHEN WRITING THE SPEECH

- Incorporate figures and structures of speech. Using creative language will increase audience engagement and retention of your message.
- Write for the ear. Take time to read your speech out loud to yourself during the creation process. Sometimes what sounds good in your head won’t sound quite as good out loud.

WHEN DELIVERING THE SPEECH

- Use a manuscript that will assist you.
- Using large font, big margins, generous spacing, and delivery cues, all of which can help you avoid reading your speech and facilitate a dynamic delivery.
- Use effective practice techniques.
  Working with a manuscript is much different from working with note cards. It’s important to simulate your speaking environment by creating a lectern to help you get a sense of what to expect when switching pages, what font size will be most helpful when glancing down, as well as thinking about the logistics of incorporating natural gestures and projecting enough dynamic energy to minimize the effects of the physical barrier (lectern) between you and your audience.
- Use effective eye contact.
  Having all of the words there in front of you will prove tempting. Even with a manuscript, you will need to be just as familiar with your speech as you were when speaking extemporaneously. Being confident in the content of your speech will make it easier to incorporate the necessary eye contact that will maintain strong connections with your audience.
- Use effective vocal delivery skills.
  Rate, pitch, volume and conversational style are vital to making your speech sound fresh and not canned. Knowing your speech well will allow you to develop delivery that conveys an extemporaneous feel, even though you’ll be using a manuscript.
- Use your extemporaneous skills to work through mishaps.
  You may be tempted to start a paragraph over if you lose your place, but it’s important that you use your extemporaneous skills to get back on track. Remember, your audience doesn’t have the manuscript in front of them, so taking a few liberties is perfectly fine and no one will be the wiser.
Volunteer? Ha, right, like I’d do something like that. That’s the way I used to think before I enrolled in this class. I mean, yea, I picked up ditches and sponsored dances with my church youth group and the national honor society at school. But just flat out volunteer somewhere? Not me. Me volunteering would be like a pink giraffe, it just doesn’t exist. Yea, there were people out there who did volunteer, I knew they were there, but that just wasn’t something I did. . . that is, until this class came along.

You may remember earlier this year we were required to do three hours of volunteer time. When I heard about this assignment, I thought, “what the heck, this is dumb, nobody’s gonna get anything out of it if its required.” But hey, I’m no idiot, and I wanted my points, so sure enough, I got out there and put my time in.

I figured it would be just a quick in and out thing. Go there, get my three hours and get out of there. And that’s what it was, for that first day at least. But, for some reason or another, this guy who didn’t do volunteering, continued to volunteer. Hmm, interesting. Oddly enough, I actually enjoyed it. For those of you who don’t remember, I did my volunteering at the Fargo Air Museum. And as I mentioned before, I have continued to volunteer there on a weekly basis. My duties have ranged from cleaning planes to cleaning the floor.

One day, when I was cleaning the floor, a guy that works there named Bill, walked up to me and said, “Buddy put your bucket down and climb aboard my plane.” I was jumping a mile high with excitement. I had been hoping for that moment all fall and it finally happened.

So, we got up there in his experimental plane, and I thought that was it, enjoy the view, enjoy the plane, enjoy. Then Bill asked me over the intercom, “Hey, wanna try a barrel roll?” Well, like I told you before, I’m no idiot, and I know an opportunity when I see one, and this definitely was an opportunity. So bam, just like that I accepted the offer and our plane sent her beautiful wings one over the other to the left. I was ecstatic! It was just like on the discovery channel. Then hearing that I had handled that well, Bill sent her nose down to gain speed for a loopdyloop. Not only did we do aerobatics by ourselves, we also flew in formation 10 feet off another planes wing. All of this was happening at 230 mph! It was unbelievable, the flying we did that day, this kind of thing just doesn’t happen everyday, in fact, for most, not even in a lifetime.

Who do I have to thank for this once in a lifetime opportunity? Well, I could thank Bill, and I do. I could thank our teacher for making me volunteer, and I do. But even more than these, I thank whoever thought of the stupid requirement of having to volunteer for 3 hours in Communication 181. So thank you, you unnamed, unknown person. Without you I wouldn’t have ever volunteered. Thank you because I never would have gone back without you. And thank you, because I never would have had this amazing experience without you.

So, while most of you are still thinking the way I was in the beginning, I just thought I should let you know, that volunteering has paid off for me, and I’m hoping that someday, it can do the same for you.
SAMPLE SPEECH TO ENTERTAIN
FORMAL SPEECH MANUSCRIPT EXAMPLE

“A Rollercoaster Experience”
Danielle Troske

Three and a half months ago we ambled into the room with anxious apprehension and an optimistic outlook. Now, it’s probably safe to say that the general consensus of our class is a strong dislike for public speaking. So what happened in that meager time period that could so radically alter our view?

Well, let’s start at the beginning. On the first day of class, Kristen discussed the syllabus with us. Or should we say scared the pants off of us by describing how many speeches we would be giving, what was expected in each speech, and the specific time that was allotted for each presentation. And as if that wasn’t enough to make us nervous, by the next class period our considerably small class had already diminished to the dwindling eight student section we had all year.

In the first few days of class, we were also informed that we would be required to volunteer in order to fulfill a speech requirement. What? Do something outside of class? Was Kristen for real? And as we all found out, Kristen WAS for real.

With our volunteer experience tucked neatly under our belt, we tackled our first speech—the self-introduction. This was probably the easiest speech to write, because let’s face it—who doesn’t like to talk about themselves?

As we marked off one speech on the semester agenda, Kristen herded us into our next speech—the speech of description. This speech seemed to pose no problems, and before we had a moment to digest everything we had just said, we found ourselves moving onto the speech of explanation. Here we encountered something we hadn’t considered before—social issues. Since when did college require us to care about anything outside of the collegiate realm? As we ventured out on a quest to become worldlier, we discovered serious problems. And for those of us who ended up switching social issues, like me—we found more than one problem to talk about!

Ah, then came the dispositional persuasive speech. Just the name alone sounds intimidating. Now we actually had to say something that would make a difference to our audience. For me, this speech was the most difficult because when I opted to switch my social issue from hate crimes to abortion, I did not take into account the daunting fact that most of my classmates opposed my view completely. Perhaps this is why my lackluster persuasive speech did more to persuade you to see my point than scooping water with a damaged bucket saves a sinking ship.

But alas, I stumbled through my dispositional speech like a clumsy toddler only to find myself encountering the mother of all speeches—the actuation persuasive speech. After investing countless hours of typing away at my computer until carpal tunnel overtook my exhausted wrists, finally—I had it! Now I’m not naive enough to think that my speech spurred anyone to immediately rethink his or her own opinion; however, when Ala, who opposed my opinion, revealed to me that she seriously considered my viewpoint, I felt a sense of accomplishment that had been lacking all semester.

Before I wrap this up, though, we have to address the impromptu speech. There is nothing quite like an impromptu. When Kristen hands you that card and tells you that in four minutes you better have a speech ready, your nauseous stomach suddenly flip flops and a large lump lodges itself directly in your throat. Or maybe that was just me!
Three and half months ago we ambled into the room with anxious apprehension and an optimistic outlook. Now, it’s probably safe to say that the general consensus of our class is a strong dislike for public speaking. So what happened in that meager time period that could so radically alter our view?

Well, let’s start at the beginning. On the first day of class, Kristen discussed the syllabus with us. Or should we say scared the pants off of us by describing how many speeches we would be giving, what was expected in each speech, and the specific time that was allotted for each presentation. And as if that wasn’t enough to make us nervous, by the next class period our considerably small class had already diminished to the dwindling eight-student section we had all year.

In the first few days of class, we were also informed that we would be required to volunteer in order to fulfill a speech requirement. What? Do something outside of class? Was Kristen for real? And as we all found out, Kristen WAS for real.

With our volunteer experience tucked neatly under our belt, we tackled our first speech – the self-introduction. This was probably the easiest speech to write, because let’s face it-who doesn’t like to talk about themselves?
As we marked off one speech on the semester agenda, Kristen herded us into our next speech – the speech of description. This speech seemed to pose no problems, and before we had a moment to digest everything we had just said, we found ourselves moving onto the speech of explanation. Here we encountered something we hadn’t considered before – social issues. Since when did college require us to care about anything outside of the collegiate realm? (1:30) As we ventured out on a quest to become more worldly, we discovered serious problems. And for those of us who ended up switching social issues, like me - we found more than one problem to talk about!

Ah, then came the dispositional persuasive speech. Just the name alone sounds intimidating. Now we actually had to say something that would make a difference to our audience. For me, this speech was the most difficult because when I opted to switch my social issue from hate crimes to abortion, I did not take into account the daunting fact that most of my classmates (2:00) opposed my view completely. Perhaps this is why my lackluster persuasive speech did more to persuade you to see my point than scooping water with a damaged bucket saves a sinking ship. (DON’T READ)

But alas, I stumbled through my dispositional speech like a clumsy toddler only to find myself encountering the mother of all speeches - the actuation persuasive speech. After investing countless hours of typing away at my computer until carpal tunnel overtook my exhausted wrists, finally - I had it! (2:30) Now I’m not naive enough to think that my speech spurred anyone to immediately rethink their own opinion; however, when Ala, who opposed my opinion, revealed to me that she seriously considered my viewpoint, I felt a sense of accomplishment that had been lacking all semester.
Before I wrap this up, though, we have to address the impromptu speech. There is nothing quite like an impromptu. When Kristen hands you that card and tells you that in four minutes you better have a speech ready, your nauseous stomach suddenly flip flops and a large lump lodges (3:00) itself directly in your throat. Or maybe that was just me!

So what is my point in all of this? Did I simply write this speech to let Kristen know what we REALLY think about public speaking? As if she didn’t know already, given our constant criticizing and my recent, not-so-flattering discussion board posting!

No; I wrote this speech to say that despite all of our whining and groaning, complaining and moaning, this class really has helped us, no matter how much (3:30) we hate to admit it. (SLOW)

So whether you loved this class or hated it with a passion tantamount to the rage of a charging bull, just remember this: you survived the roller coaster ride of public speaking, complete with ups and downs, and twists and turns, but in the end, what is most important is that you had the courage to board the track, whether you puked over the side or not. (3:50)
INSTRUCTOR CRITIQUE FORM
SPECIAL OCCASION SPEECH

<table>
<thead>
<tr>
<th>Content</th>
<th>Critique</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis:</strong> Listener relevance? Learning style dimensions addressed? Appropriate focus?</td>
<td></td>
<td>/2</td>
</tr>
<tr>
<td><strong>Supporting Material:</strong> examples, experiences, stories? Sources cited where appropriate?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Macrostructure:</strong> Logical progression?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Microstructure:</strong> Engaging language? Rhythm developed? Imagery developed?</td>
<td></td>
<td>/2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Delivery</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Voice:</strong> Intelligibility (rate, volume, pitch, quality, enunciation, pronunciation)? Conversational style? Fluency? Emotional expression (speech sounds spontaneous)?</td>
<td></td>
<td>/2</td>
</tr>
<tr>
<td><strong>Use of Body:</strong> Attire? Poise (no distracting cues)? Eye contact (90% of the time, all parts of the room, in the eye)? Gestures? Facial expressions?</td>
<td></td>
<td>/2</td>
</tr>
</tbody>
</table>

Manuscript: _____/2
Time: ______

Total Points: ____/10
IMPROMPTU SPEECH

DESCRIPTION:
You or your instructor will select a topic or quotation. With limited preparation (2-3 minutes) you should organize and follow a simple outline format. Although impromptu speeches take little time to prepare, much thought must go into them if a speaker is to “make sense” to his/her audience.

RATIONALE:
This speech provides you with an opportunity to demonstrate growth in poise and confidence when speaking before others without prior preparation. After learning about and applying the aspects of effective public speaking (i.e., delivery structure, and content), students should be able to prepare and present a satisfactory impromptu speech for their classmates.

REQUIREMENTS:
- **Time limit:** 1-2 minutes
- **Manuscript:** Single note card provided by instructor or preparation outline
- **Lectern:** Optional
- **Content:** 2–3 main points about an assigned topic or quotation
IMPROMPTU SPEECH
GRADING CRITERIA

POINT CRITERIA
You will earn 6 points for presenting the speech. To earn up to 4 more extra credit points, your impromptu speech should match the following description:

CONTENT
■ If you talk about two or three main points within the 1–2 minute time frame, you will earn 1 point.

STRUCTURE
■ If you offer an attention catcher, thesis statement, and preview in your introduction, transitions in your body, and a thesis restatement, summary, and clincher in your conclusion, you will earn 1 point.

DELIVERY
Use of Voice:
■ If you can sound conversational (like you are talking with us rather than reading to us or presenting in front of us), and if you are intelligible, you will earn 1 point.

Use of Body:
■ If you can look poised and if you can demonstrate good eye contact and facial expressions, you will earn 1 point.
TIPS FOR IMPROMPTU SPEAKING

We do a lot of impromptu talking each day, but it is still the type of speech situation that many of us fear the most. What can we do to gain some control over the impromptu speaking situation? Read through the following tips:

1. Prepare for the unexpected times when you might be called upon to speak.
2. Be a careful listener as you can always incorporate previous speaker’s remarks.
3. Don’t panic when you are called upon. Use your time to organize your thoughts.
4. Formulate a central point around which you can build your comments.
5. Select only a few main points to elaborate on and select an appropriate pattern of organization.
6. Make the conclusion brief.
7. Don’t ramble on and on and don’t get off the subject.
8. Don’t apologize at any point in the presentation! Your listeners don’t expect an elaborate oration, so relax, be yourself, and enjoy the opportunity to share some of your thoughts with others.

IMPROMPTU SPEECH ORGANIZATION

Take a few moments after you are called upon to speak and organize your thoughts. Jot down your goal and your main points if you have the opportunity and follow this outline format:

**Introduction:**  
Attention-getting remarks  
Listener Relevance Link  
Thesis Statement  
Preview Main Points

**Body:** (Try to limit your main points to 2 or 3.)

I. First Main Idea
   A. Subpoint to develop the 1st idea.
   B. Subpoint to develop the 1st idea.

II. Second Main Idea
   A. Subpoint to develop the 2nd idea.
   B. Subpoint to develop the 2nd idea.

**Conclusion:**  
Summarize your 2–3 main points  
Thesis restatement  
Clincher/Tie back to your attention catcher
IMPROMPTU SPEECH EXAMPLE

“How Study Abroad Has Influenced My Life”
Anna Luebbering

Introduction

I. Attention Catcher: Meine sehrverehrten Damen und Herren, mein Name ist Anna Luebbering und bin in diesem Semester als Austauschschülerin hier an der NDSU. Now you probably think: WHAT did she just say? Let me repeat the whole sentence in English. Ladies and Gentleman, my name is Anna Luebbering and I am a foreign exchange student here at NDSU for one semester.

II. Listener Relevance: Study abroad can be an important part of anyone’s education.

III. Thesis Statement: Today I would like to talk about the influence study abroad has had on my life.

Transition (optional):

Body

I. First Main Point: I am originally from Germany, but I have studied in the Netherlands for the past 2 years.
   A. Subpoint: In the Netherlands, I study International Marketing Management at the International Business School in Groningen, a city in the north of the country.
   B. Subpoint: My curriculum requires one abroad study semester and one abroad internship semester. After having finished my first five semesters, it was time for me to go.

Transition: When people learn about where I am from, they ask me why I chose to go to Fargo.

II. Second Main Point: In the school year of 1995/96, I was a foreign exchange student in Lamberton, a small town in southwestern Minnesota.
   A. Subpoint: This was my first abroad experience, which I really enjoyed. And I thought that the only chance to ever meet my American friends again would be to come back to study in the USA. And fortunately NDSU was the closest partner school in the USA.
   B. Subpoint: I now officially study Business Administration, but I am only taking one business class, two communication classes and one psychology class. I am also singing in the University Chorus.

Transition: So, when I am done here, where am I going to go, and what am I going to do?

III. Third Main Point: My international experience is not over yet.
   A. Subpoint: When I return to Europe another interesting experience is waiting for me: my abroad internship. I do not have a placement so far but I am working on it.
   B. Subpoint: And I have another experience abroad planned for this summer. Some friends and I will go on vacation to Italy in a camper. Do I speak Italian? No. Does that keep me from going there? No!
   C. Subpoint: My knowledge of at least one foreign language – English – has improved significantly, I have made a lot of interesting friends and I learned to appreciate cultures other than the one I grew up with.
Transition (optional):

Conclusion

I. Thesis restatement: Today I have talked about the influence of an abroad study.

II. Main point summary: I told you where I usually study, how I got here and what I will do after this semester.

III. Clincher: Well, so far my abroad experiences as a foreign exchange student as well as a student here at NDSU, have enriched my life in so many ways. Study abroad can enrich your life too. And maybe my speech today will encourage you to go for the abroad experience. Perhaps if you study in Europe, you will learn the meaning of: “Meine sehrvehrehrten Damen und Herren, mein Name ist Anna Luebbering und ich bin toll.”
PREPARATION OUTLINE: IMPROMPTU SPEECH

Introduction
I. Attention Catcher:
II. Listener Relevance:
III. Speaker Credibility (optional):
   I. Thesis Statement:
   II. 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:
## INSTRUCTOR CRITIQUE FORM: IMPROMPTU SPEECH

<table>
<thead>
<tr>
<th>ASPECT</th>
<th>CRITIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delivery</strong></td>
<td></td>
</tr>
<tr>
<td><em>Voice:</em></td>
<td></td>
</tr>
<tr>
<td>Conversational?</td>
<td></td>
</tr>
<tr>
<td>Intelligible?</td>
<td></td>
</tr>
<tr>
<td><strong>Body:</strong></td>
<td></td>
</tr>
<tr>
<td>Eye Contact?</td>
<td></td>
</tr>
<tr>
<td>Poise?</td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td></td>
</tr>
<tr>
<td>Attention Catcher?</td>
<td></td>
</tr>
<tr>
<td>Thesis Statement?</td>
<td></td>
</tr>
<tr>
<td>Preview?</td>
<td></td>
</tr>
<tr>
<td>Transitions?</td>
<td></td>
</tr>
<tr>
<td>Thesis Restatement?</td>
<td></td>
</tr>
<tr>
<td>Summary of Main Points?</td>
<td></td>
</tr>
<tr>
<td>Clincher?</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
</tr>
<tr>
<td>All main points addressed?</td>
<td></td>
</tr>
<tr>
<td>Supporting material included?</td>
<td></td>
</tr>
<tr>
<td>Met time constraint?</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points:** ____________
Reflection Papers
Reflection Paper #1: Listening/Audience Analysis

Directions: Please prepare a 1-2 page typed, double-spaced paper that addresses the following:

A. Objectively describe the event you attended.

B. What type of listening did you engage in at the event? Define the type and explain why you had to engage in this type?

C. If you were to give a short speech on the event you attended to a group of incoming UK freshmen, how would you adapt it to your audience?
   a. Identify at least two main points you would cover in the speech.
   b. Specifically explain then how you would adapt your speech to that specific audience.
   c. What types of support or evidence (be specific) would you use to support the ideas you will discuss and why?
Reflection Paper #2: Rhetorical Strategies

Directions: Please prepare a 1-2 page typed, double-spaced paper that addresses the following:

A. Objectively describe the event you attended.

B. If you were to persuade a friend or family member to attend this event, identify a rhetorical strategy (i.e. ethos, pathos, or logos) you would use and why.
   
   a. First, describe the hypothetical situation (i.e. who is involved, what specific persuasive message would you use?)
   
   b. Next, identify what rhetorical strategy you used during this hypothetical interaction and how was it used?
   
   c. Do you feel like this strategy would work? Why or why not?
Note to Students:

If you have enjoyed this class and are interested in learning about a major in Communication, contact Dr. Deanna Sellnow at:

Deanna.Sellnow@uky.edu

or

(859) 257-2886