

SPEECH 1
PUBLIC SPEAKING

COURSE PACKET

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DE ANZA COLLEGE

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Speech Assignments: General Discussion

I. Speeches: The speaking opportunities that are formally scheduled for this class are listed below. See the Assignment Sheet for each speech for more details.

A. “The Big Speeches”: (worth the majority of points)

- 1. Demonstration Speech:** You will develop a speech that demonstrates how to do something or describes how something works. Visual aids are required. This speech will be videotaped.
- 2. Informative Speech:** You will develop a researched speech on an informative topic. Visual aids are required. This speech will be videotaped.
- 3. Persuasive Speech:** You will develop a researched speech on a persuasive topic, which may be related to your informative speech topic if you so choose. Visual aids are not required, but you may use them if you wish. This speech will be videotaped.

B. Speech Exercises: (smaller risk experiences worth fewer points)

- 1. Speech of Introduction:** Working in pairs, you will interview another student, and then introduce her/him to the rest of the class.
- 2. Tribute Speech:** We will end the class paying tribute to the Peer Reviewers, family / group members, or others who have contributed to our learning during the course.

II. Items needed on Speech Days:

- A. Outline.** On speaking day, your outline will be collected by a Facilitator (student) prior to your speech, along with the Outline Checklist. Please put your name on both before they are collected. You may NOT use a copy of your outline as a substitute for prepared speaking notes.
- B. Speaking Notes.** Be sure that you are using 4X6 cards for your speaking notes. Do not exceed the number given in the assignment in order to obtain the best evaluation. Refer to the handout on Creating Speaking Notes for specific information on how to prepare the cards for maximum effectiveness. Speaking notes are given to your instructor immediately following your speech.
- C. Visual Aids.** If your visual aid(s) will take some time to set up, try to set them up in the front of the room at the start of class as much as possible, so that we can minimize the time between speeches. Visual aids should not be messy,

time consuming, dangerous, or inappropriate for this class. If you are unsure, ask before the day of your speech.

II. Additional Requirements for Some :

A. Self Evaluations. Self evaluations are due the class period after you gave your Speech for the Demonstration and the Informative Speeches. For each Self Evaluation, you will be asked to respond to a series of questions. The responses should be thoughtful and well developed, and should progressively incorporate more and deeper analysis, using class concepts, as the class progresses.

B. Peer Reviews. You will be asked to do peer reviews of at least one other speaker during each of the three major speeches. Some Peer Reviews will be done orally after the speech is given, and some will be written. Where Peer Reviews are given as a form to be filled out, you need only fill it out by hand. For later speeches, you may be asked to type responses to questions that will ultimately be given to your peer partner(s). All peer reviews that are assigned as a written assignment are due the day after you have heard the speech(es) to be peer reviewed.

Name _____

Skills Assessment

This assessment will help you focus on some of the skills you will work on in this class, and how you feel about your own capabilities at the start of our class work. Answer honestly and reflectively about your current public speaking strengths and weaknesses.

5 = Strongly agree 4 = Agree 3 = Somewhat agree

2 = Disagree 1 = Strongly disagree

At start of this class		Conclusion of this class
	1. I know how to develop thesis statements.	
	2. I know how to research and present sound and relevant messages to support my thesis.	
	3. I know how to use appropriate organizational patterns to structure my speech message.	
	4. I know how to properly cite my research sources to establish credibility.	
	5. I can maintain a comfortable presentation style and eye contact with my audience throughout a lengthy oral presentations/ speeches.	
	6. I speak clearly and fluently when giving oral presentations/speeches, without verbal pauses or fillers.	
	7. I feel comfortable speaking in public.	

Do you have prior public speaking experience? Describe briefly.

Skills Assessment, Page 2 (please staple)

You're spending your time and your money to sit through this class. What do you want to get out of it?

What do you expect from me as your instructor?

Is there anything else that you'd like to me know?

/end Assessment

The Ethical Speaker

Public speakers are in a privileged position – they can affect the opinion of their audiences as well as call them to action. It is therefore important that public speakers act ethically. When we participate in any public forum, we are called upon to be ethical in several different ways.

Regarding Research:

- Be honest and truthful about your data and your interpretation of the data. Think through personal interpretations very carefully and consider both sides.
- Research multiple sides of an issue. You cannot ethically argue for one side or another without having a clear picture and a thorough understanding of what the other side(s) represent.
- Acknowledge counter arguments whenever it seems appropriate. Never mislead your audience by withholding vital information.
- Trust the audience members to ultimately know what is in their own best interest. Given them the best information you have, set the arguments up to the best of your ability, and then let them decide.
- Always, always, always cite your sources in your outlines. Cite them in your speeches whenever necessary – otherwise, you are committing plagiarism.

Regarding Speaking:

- Think through the implications of your speech topic and to whom you are speaking.
- Be fully prepared for your speech. Know your topic thoroughly.
- Do all you can to learn about your audience and then develop your speech for them.
- Be a model for quality public discussion that focuses on issues.

Regarding Listening:

- Be open as a listener.
- Give the speaker enough time to present his/her point completely before coming to your own conclusions.

Protocol for Presentation Days

Speakers:

- Please get to class on time – preferably a few minutes early.
- Be as organized as possible before class begins. Have required materials ready and out for use when class begins.
 - Give the outline to the collector at the right time
 - Give the videotape to the tape collector at the right time
 - Get out your speaking notes and your visual aids
 - Get out any materials needed for your Peer Review
- Treat the entire class period as a real audience setting. Let's make performance days as close to a formal public event as possible. Don't break the mood of a speaking situation with questions, etc. Talk to me about requirements and assignments either before or after class, but not during the time when speeches are being heard.

Audience:

- Get to class on time. If you are unavoidably late, wait outside the door and enter between speeches. Try to enter as quietly and unobtrusively as possible – this means take the first available seat -- do not cross in front of the speaker. Be alert and ready to learn from the speaker.
- You are not required to agree with the position taken by the speaker. You are, however, required to be courteous, attentive, responsive and supportive listeners.
- When requested, you should provide thoughtful feedback. Comments are to be specific, constructive and tactful.

Master Planner for Major Speeches

You are a member of Family _____

Name _____

On our speaking days, everyone has a task. One family will be speaking, another family will be facilitating, and the third group will be peer reviewing. To make this system work, everyone needs to know their roles. Our class schedule is as follows:

	Demo Day1	Demo Day2	Info Day1	Info Day2	Info Day3	Persua Day1	Persua Day2	Persua Day3
Due Date→								
Family Speaking:								
Family Facilitating:								
Family Peer Review								

Speaking. On the day that your group is scheduled to speak, everyone in the group will be speaking (unless you have successfully traded days with someone in another group). Be sure on speaking day to bring ALL materials necessary to be successful: the three level (I., A., 1.) full sentence outline, speaking notes, and any visual aid(s). Your speaking order will be set in advance by agreement within your group. In addition, you will be providing peer review for your family members. Speaker order for your group has been agreed to be as follows:

1. Demonstration Speech

SPEAKER	PRIMARY FAMILY REVIEWER
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

2. Informative Speech

SPEAKER	PRIMARY FAMILY REVIEWER
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

3. Persuasive Speech

SPEAKER	PRIMARY FAMILY REVIEWER
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.

Peer Review Guidelines

To be most helpful, good criticism balances honesty with tact. The following guidelines may help you in developing your peer review comments:

Start with the positive. Acknowledge what the speaker has tried to do and the ways that he/she has succeeded.

Make important comments first. Try to communicate some sense of priority. There is no profit in refining the style of a sentence if the whole point is going to be thrown out of the speech. Think first about whether the message makes sense, if the overall strategy is effective. When those issues are settled, move on to the refinements. *This is why content comments are more valuable than delivery comments, and why this class will expect more of the former than the latter.*

Be specific. It is more helpful to say, “You were discussing the causes of the problem in point one and then again in point three, perhaps you can combine those ideas” rather than “Your speech was disorganized.” With positive comments, it is better to say “Comparing the greenhouse effect to the atmosphere inside a closed car really made a strong impact on me as a listener” than to say “Your speech was really good.”

Give suggestions. Your comments should acknowledge the fact that your response is the reaction of only one listener and that others may differ. Also, recognize that some wonderful ideas can and should be rejected by a speaker if they do not fit her/his style. Bearing these things in mind, you might make a suggestion along the lines of “I have never cared for a big dramatic introduction although I know it works for some people. Have you considered...?”

Always consider the speaker’s feelings when deciding what to say and how to say it.

Creating Speaking Notes

4X6 note cards are *required*, not merely recommended, for this class. They are easier to hold and do not hinder gestures the way that full or half-size sheets of paper do. (3X5 are discouraged, but if there is a reason you feel you must use this size, please come talk to me.) You will not need an entire package; you are free to share a package, and its cost, among other classmates.

I. CREATING SPEAKING NOTES

- A. Write legibly; the printing or writing on your note card should be clear and easy to read BY YOU when held at waist height.
- B. Create no more than one card for each minute of speaking. More cards tend to hinder your eye contact.
- C. Use only one side of the card – speakers can become confused using both sides.
- D. Number the cards in the upper right corner and put your name on the first card.
- E. Use no more than six or seven lines per card, and space your lines so that you can find your place instantly.
- F. Keep in mind that you are preparing *notes*. Write down the minimum – only what you find during your practices that you need as a prompt. Use key words and short phrases.
- G. Include visual cues:
 - 1) highlight important ideas or main points
 - 2) use circles to help you remember to emphasize certain material
 - 3) underline, draw a star, make arrows --- whatever you need to help you.
- H. Include delivery reminders on your card as well, such as “slow down” or “pause between main points.”

II. PRACTICE USING YOUR SPEAKING NOTES

- A. You should be able to look down to see what is next, and then talk about it.

As you practice, work on trying to think of what comes next without looking at your card.

If you find that you are remembering much of the speech without notes, rewrite your notes to eliminate what you are able to recall in practice – this will eliminate the temptation to look at the cards too often.

Continue to revise the cards until they are as helpful as possible.

Note cards should never be read from. Exceptions would include quotations, dates or statistics that you are not able to memorize.

III. GIVING YOUR SPEECH USING SPEAKING NOTES

Don't try to hide your cards from the audience. They know you have them.

B. Don't gesture with the hand holding the cards. Instead, gesture with the opposite hand.

C. When you read a direct quotation or give complicated statistics, it is acceptable (in fact, preferred) to hold the card where the audience can see you referring to it, and to look at it more frequently. This visual cue indicates that you are attempting to be as accurate as possible.

A. P. A. Citation Format

For any papers or outlines that require citation format in A.P.A. style, there are several places to find the correct citation format. For example,

- Your textbook contains a full reference guide.
- You can also go on the web and find sites that help you with correct citation. Search on “APA citation” or “A.P.A. citation”.
- Academic databases often have a ‘button’ that, when clicked, will give you the correct citation for the article you are reviewing.
- Definitive information is found in Publication Manual of the American Psychological Association, 5th ed., 2001.

What follows is a short and condensed version of what you will find in the sources listed above.

This style is standard for the social sciences. Always place the References at the end of your outline (on speeches that require it), put the word “References” (centered, no bold, no underline) at the top of the listing, and double space each citation.

References

Citing a book:

Sprague, J. & Stuart, D. (2003). *The Speaker’s Handbook*. Belmont, CA: Wadsworth/Thomson Learning.

Citing an article in a book:

Anderson, P. (1985). Nonverbal immediacy in interpersonal communication. In A. W. Sigman & S. Feldstein (Eds.), *Multicultural integration of nonverbal behavior* (pp. 1 – 36). Hillside, NJ: Lawrence Erlbaum Associates.

Citing when there is no author or editor:

College bound seniors. (1979). Princeton, NJ: College Board Publications.

Citing a journal article:

Cooper, M. (1988). Rhetorical criticism and Foucault’s philosophy of discursive events. *Central States Speech Journal*, 39, 1-17.

Citing a magazine article:

Gardner, H. (1981, December). Do babies sing a universal song? *Psychology Today*, 70-76.

Citing a newspaper article:

Duke, J. (1981, September 4). Basketball player loses position. *San Diego Tribune*, p. 7.

Citing a brochure:

Institute for Teaching and Learning (1993). *Guidelines for teaching communicatively apprehensive students* (3rd ed.) [Brochure]. Lexington, KY: Author.

Citing an interview:

Dussik, D. P. (2006, January 3). Instructor at San Jose State University. (408) 555-1234.

Citing from a database:

Levin, G. (1997, December 15). TV: Back to the future. *Variety*, 369, 1-3. Retrieved: August 8, 2001, from Expanded Academic ASAP database (A20385512).

SPEECH OF INTRODUCTION
Assignment Sheet

On Speech Day, Bring: Speaking Notes

Purpose. The general purpose of this Speech of Introduction is to give you a quick, low-risk speaking experience early in the class while providing a way for us to get to know each other.

The Assignment. Find a person in the class who is a stranger to you. Do an interview of each other within the time designated. Take down notes to prepare a 1 ½-minute speech (1 minute minimum, 1 ½ minute maximum) to introduce your partner to the class. This first speech will not be videotaped.

Content. Learn to clearly pronounce and spell you partner's name and be able to write it on the board. What is interesting or different about your partner? What things do you have in common? What is different from you or your background? (Please don't repeat information between you and your partner; certainly there is enough unique information between the two of you to be able to produce unique points about each other!) Ask probing questions that demand more than a yes-or-no answer; look for information that will give us insight into your partner's character. Is there an interesting story to tell? Does your partner have a nickname? What goals does your partner have? What experiences does s/he have that are unique? What does s/he love or hate? Where would she/he rather be?

Organization. Create a design for your speech by putting items in an intentional arrangement. *Avoid presenting a laundry list* of facts about the person. Find a way to put your ideas together to make an interesting story with a *beginning, middle, and end*.

Delivery. This class will emphasize extemporaneous speaking. Extemporaneous speakers give speeches that are well prepared, but not memorized, read, or given impromptu. Only extemporaneous speeches will be acceptable for this class (unless we engage in a special activity using one of the other types of delivery). For this assignment, you may use up to two note cards for this speech.

Speeches that are 1 – 1 ½ minutes in length take preparation and practice in order to provide all information within the framework of a *beginning, middle, and end* that is paced so as to end within the minimum/maximum time frame. Practicing your speech several times will assure that you will meet your goals.

Note: You will see timecards for this first speech, and all later speeches. You will see the maximum time for the speech displayed minute by minute, until you have 1 minute, then 30 seconds, then no time (at this point you will see a STOP card.) Be aware, don't let it throw you!

For the Speech: First, write your partner's name on the board and introduce him/her, pronouncing the name clearly and distinctly. Then, make eye contact with your entire audience as you introduce your partner to the class. Avoid looking at the instructor too much or your audience may feel excluded. Remember to smile!

Name _____

Speech of Introduction
Self Evaluation

Please reflect on your experiences in this first small speaking exercise in this one-page self evaluation. Answer each of the questions asked below, in the order given, in essay format. *You may hand-write this self-evaluation, but note that **future SE's are to be typed.***

1) What was your initial impression of your speech immediately after your in-class delivery?

2) What do you feel was the strongest point of your speech?

3) Describe how you felt you performed in the area of speech delivery.

4) If you could improve your speech, what would you do differently?

5) Please describe how you will use this experience (speech) to improve your next speech delivery.

DEMONSTRATION SPEECH
Assignment Sheet

On Speech Day, Bring: Full Sentence Outline, Speaking Notes, Visual Aid, Instructor Evaluation Form, Peer Review Form
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Purpose: Informative speeches take many forms, one of which is the demonstration speech. The primary purpose of any speech to inform is to ensure the audience's clear understanding of the ideas presented.

The Assignment: This 4-5 minute speech (4 minutes minimum, 5 minutes maximum) asks you to explain and demonstrate to the audience the steps involved in carrying out a certain task or process.

Content: The topic should be informative and challenging to this audience. For this speech, select a topic that you are already familiar with on which you can quickly gather additional information. Keep in mind the importance of clarity in relaying the content of your speech to your audience. Do not have too many main points – confine your speech to two or three main ideas and group other points under these. Be sure to clearly explain the relationship between your points. Use clear and precise language in your previews, summaries, and transitions.

Organization: The three functional steps of the introduction and the three functional steps of the conclusion (Chapter 31) should be clearly identifiable to the listener. In addition, there should be a definite, logical oral transition (Chapter 32) bridging each component of the speech. Each main point should be clearly stated, and each should be clearly developed. Keep your speech moving according to a well-developed organizational plan; do not jump back and forth from one idea to another.

Delivery: Delivery is to be extemporaneous. Be sure to prepare this speech with enough time to practice using your speaking notes. Practice the speech several times but do not memorize it. Time your speech, and get a sense of where you should be in your speech with 2 minutes left, 1 minute left, etc. Please try using no more than THREE note cards (one side each), which contain KEY terms and words that will help you remember your speech. Maximum eye contact and fluid delivery of clear points are your goals.

Visual Aid: You are to use at least one visual aid according to the guidelines presented in the text and discussed in class. Please be sure that it/they is/are not messy, are easy and quick for you to set up and take down, and appropriate to the audience.

Outline: A typed full sentence outline is due the day of the speech. The outline should be formatted consistent with prior handouts in class, and at a minimum contain: the specific purpose of your speech, your thesis statement, an outline of the content of your speech in correct format, and labels for the three functional parts of the introduction and the three functional parts of the conclusion.

Topic Ideas: Demonstration Speech

A Demonstration Speech is a form of informative speaking. As you select your topic, consider carefully how your choice will give your audience information that they will find useful and informative. In addition, be sure to choose a topic that you either know about, or are willing to learn about for this speech.

You might decide to show your audience *how to do something*:

How to

- Improve your posture
- Juggle
- Protect your credit / debit cards
- Prepare your home from selling it
- Review your credit report
- Call a square dance
- Fix a broken lamp
- Fold napkins
- Prepare for a move
- Design a wedding invitation
- Speak with an Australian accent
- Make slipknots
- Analyze your handwriting
- Filet a fish
- Wallpaper a room
- Make a clown face
- Perform a magic trick
- Mend a tear in upholstery
- Design a memory scrapbook
- Read nutrition labels
- Put on scuba gear

Or, you might decide to describe to your audience *how something works*:

How

- Aspirin works to reduce pain and swelling
- Your voice creates sound
- Florists dye carnations
- Clouds form
- Drycleaners press laundry
- Soil erodes
- Bricklayers lay bricks
- Firecrackers burst
- Your body replenishes its blood supply
- Clothes develop static cling
- Photosynthesis works

Name _____

Speech Planner: Demonstration Speech

(UNGRADED --Turn in this page with your Self Evaluation)

TASK	PLANNED DATE OF COMPLETION	ACTUAL DATE OF COMPLETION
1) Select topic		
2) Narrow topic / develop THESIS statement		
3) Brainstorm the topic		
4) Research	n/a	n/a
5) Main Research effort		
6) Develop rough draft outline		
7) Develop full sentence outline		
8) Add labels to intro and conclusion		
9) Prepare visual aids		
10) Prepare speech notes		
11) Initial practice and revisions based on results		
12) Practice in front of others for feedback		
13) Final practice with visual aid for polish and refinement		
14) GIVE SPEECH		
15) Self Evaluation Due		

On a scale of 1- 5, with 5 being the best/most:

1) How much did you REALLY use this tool during the assignment? Be honest! _____

2) If you used it, was it helpful? _____

Sample Demonstration Speech Outline

Topic:	How to make a creative greeting card
Organizational Pattern:	Chronological
General Purpose:	To demonstrate
Specific Purpose:	To demonstrate to the audience how to make a creative greeting card
Primary Aud. Outcome:	After listening to this speech, the audience will understand and know how to make creative greeting cards
Thesis Statement:	Hand-made greeting cards are an easy and fun way to create a personalized communication to friends and family.

Introduction

(Holding a homemade card in one hand) Thoughtful and free; (holding a store-bought card in other hand) considerate yet expensive. Buying an expensive card instead of one made from the heart doesn't mean that you're more considerate. (**Attention getter**) Everyone wants a gift that is meaningful to them, right? (**Psychological orientation**) Hand-made greeting cards are an easy and fun way to create a personalized communication to friends and family. (**thesis statement**) Today, I will be demonstrating how simple and easy it is to make a creative greeting card for any occasion. I will first show you the materials needed, and then walk you through the steps to effectively create a thoughtful and meaningful greeting card. (**Logical orientation / internal preview**)

Body

Transition: Now that you know what we'll be talking about, let's get started with the first point, the necessary materials.

I. Materials are easy to find at home or at an art store.

A. There are several different types of paper that can be used.

1. Cardstock has the right thickness to hold glued objects and absorb the ink that you will be using.
2. Regular computer paper could be used, but it might be too thin for gluing objects onto.
3. Specialty papers include rice paper, construction paper, and tissue paper.

B. Art supplies are need for writing the greeting and decorating the card.

1. Color sticks are one of the necessary items for this project.
 - a. Examples include colored pencils, crayons, markers, etc.
 - b. Your choice will depend on the effect you are trying for.
2. Glue is needed if you want to attach any additional objects onto

the card.

3. Scissors are needed to cut the objects.
4. Stickers can be used instead of drawing or making pictures on the card.

Transition: Now that we have all of our materials gathered together, let's start the process of making the card.

II. The card-making process is completed in only a few steps and about ten minutes.

- A. The first step is to make your materials choices.
 1. Choose the type of paper for the main part of the card.
 2. Choose the style and size of card.
 - a. There are four ways to fold the card (demonstrate samples).
 - 1) You can fold your paper horizontally.
 - 2) You can fold your paper vertically.
 - 3) You can fold it into a "quarter horizontal"
 - 4) You can fold it into a "quarter vertical".
- B. The second step is to draft.
 1. Take a piece of scratch paper, and draw out what you want to say, pictures you want to include, and place them appropriately.
 2. When you have it the way you want it, then do it again on your card paper.
 3. Be sure to take time to make the greeting personal.
- C. The third step is to finalize.
 1. Follow the draft when putting the card together.
 2. Be sure to erase any pencil marks as you finalize it.
 3. Check your spelling and all of the final details.

Transition: So you can see that once you gather your materials, the card-making process goes very quickly.

Conclusion

Now that you know the materials needed – paper and various art supplies -- and the steps-- choose your materials, draft your design, and then finalize-- to make a creative and personal greeting card (logical closure), I know you will consider making one. Since we all like to receive personal greetings (psychological orientation), you should also know that making someone feel good about receiving a card is a short project away. So now, what do you think (hold some cards as in the intro) expensive and considerate, or inexpensive and personal? You have all you need for the personal touch! (clincher)

Name _____ Topic _____ Time short / ok/ long

Instructor Speech Evaluation Form: Demonstration Speech

Organization

INTRO

- Attention Getter Very captivating Make more inviting Needs clarity Inappropriate
- Statement of Main Purpose Clear Not a single sentence Not succinct Needs to be earlier

BODY

- Main Ideas Clearly stated Somewhat unclear No main points seemed to emerge at all
- Org Overall Effectively organized Need better org pattern Weak in one part of org

CONCLUSION

- Sense of ending Nice way of moving audience to understand you are at the end Keep working!
- Clincher Nice parting thought Weak ending

Content Development

- Generally Clear development/good depth Lacked depth of development
 Pts flowed well Develop pts equally Make pts distinct Linking unclear

Delivery

- Vocal Variety Excellent expressiveness Vary your voice more Repeated pattern
- Gestures Helpful/ good Hands at side Raise Hands in pockets Need more/less
- Stance/Movement Solid Swaying Leaning Legs crossed Pacing
- Rate Smooth Too fast/slow Stilted Breathing Issues Sound like reading
- Eye contact Good Look at us Too much reading
- Word choice Appropriate Too casual Too formal Too many vocalized pauses

Effectiveness

- Visual Aids Excellent/handled well Distracting Too small to see Work on handling
 Ineffective/unclear
- Information Clearly conveyed Too much Too little Unclear
- Credibility Appear/sound credible Appearance/confidence lacking Sound unsure
 Sound bored

Overall Very effective speech Mostly effective Somewhat effective Keep working!

TOTAL POINTS: _____/10

Multiple Speakers Peer Review, Day 1

Name _____ Group # _____ Speech: Demonstration

Please evaluate speakers on the days that you are not speaking. Evaluate ALL speakers.

#1 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#2 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#3 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#4 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#5 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#6 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#7 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#8 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#9 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#10 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

Multiple Speakers Peer Review, Day 2

Name _____ Group # _____ Speech: Demonstration

Please evaluate speakers on the days that you are not speaking. Evaluate ALL speakers.

#1 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#2 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#3 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#4 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#5 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#6 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#7 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#8 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#9 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

#10 Speaker Name _____

1. The best thing about this speech was: _____

2. One question I would ask this speaker is: _____

Demonstration Speech Self Evaluation

All Self-Evaluations for this course are to be typed, double spaced, and represent college-level effort. This essay should be approximately 1 ½ - 2 pages long in order to meet the intent of the assignment. Lesser length or lesser analysis may result in lower evaluation.

Thoughtfully respond IN COLLEGE-LEVEL ESSAY FORM to each of the following questions using good essay format (spelling and punctuation count!). A *well developed paragraph for each*, in the order the questions are given below, should be sufficient.

- 1) Appearance – Do you feel comfortable, confident, and credible? Were you smiling / engaging / connecting visually with your audience?
- 2) Content – Were your ideas clearly conveyed? Did your audience clearly hear each of your main points? Did you “smooth out” your speech by using transitions between points?
- 3) Organization – Were your ideas presented in a logical order? Do your ideas progress?
- 4) Delivery – Are you speaking extemporaneously, with maximum eye contact? Is your body moving effectively? Are your gestures effective and complimentary, or are they distracting?
- 5) Overall effectiveness – How effective do you believe you are, in this speech, in conveying your ideas? What one or two goals do you have for improving in your next speech?

FRAMING YOUR TOPIC CHOICES

The final two speeches, informative and persuasive, require that you “frame” your topic choices. This means that you will use a “framework” or “perspective” to ensure that your topic is both timely and timeless.

Your frame or perspective must be chosen from one of the ten perspectives listed below (or, if you believe you have another equally valid frame, feel free to approach me).

Communication
Democracy
Diversity / Equality
Ecology / Environment
Education
Ethics
Globalization
Health
Technology
Transportation

Example: You would like to give an informative speech about the effects of Hurricane Katrina. But this topic needs to be narrowed. You can use the FRAME to help you narrow your topic and make it more interesting.

In an informative speech about Hurricane Katrina, your FRAME could be any of the following:

- The disproportionate impact on black Americans (frame: diversity)
- The lack of cleanup and the resulting pollutive impacts (frame: environment)
- The lack of schools and resulting impact on children (frame: education)
- The lack of progress brought about by unethical politicians in the area (frame: ethics)
- The impact of the hurricane on local residents’ health and treatment options in the city (frame: health)
- The lack of city transportation infrastructure and the impact this can have on the city’s ability to recover (frame: transportation)

INFORMATIVE SPEECH
Assignment Sheet

On Speaking Days, Bring: Full Sentence Outline, Speaking Notes, Visual Aid, Evaluation Form, Peer Review Form
--

Purpose: The primary purpose of informative speaking is to ensure the audience’s clear understanding of the material presented.

The Assignment: This 5 - 6 minute speech (5 minutes minimum, 6 minutes maximum) asks you to clearly explain your topic in a way that clarifies and promotes audience understanding. Your topic should be intellectually challenging for a college audience, informative and interesting to listen to. You are required to do research for this using academically-oriented databases as well as traditional sources. Include supporting materials (definitions, examples statistics and /or testimony) derived from your research, cited in your speech, and more fully cited in your outline. No less than 4 (FOUR) sources are required to meet the minimum requirement for research.

Content: For this speech, select a topic, and a frame for that topic, which will require research. Keep in mind the importance of clarity in relaying the content of your speech to your audience. Do not have too many main points – confine your speech to two or three main ideas and group other points under these. Be sure to clearly explain the relationship between your points. Use clear and precise language in your previews, summaries, and transitions.

Organization: Create fully developed introductions, conclusions and transitions and clearly stated main points in the form we have already learned in this class. Keep your speech moving according to a well-developed organizational plan; do not jump back and forth from one idea to another. Clearly explain, using organizers (such as signposting, enumeration, acronyms, slogans) emphasis cues, and definitions or analogies if these will help your audience understand your message.

Delivery: Delivery is to be extemporaneous. Be sure to prepare this speech with enough time to practice using your speaking notes. Practice the speech several times but do not memorize it. Time your speech, and get a sense of where you should be in your speech with 2 minutes left, 1 minute left, etc. Please use no more than THREE note cards, which contain KEY terms and words that will help you remember your speech. Maximum eye contact and fluid delivery are your goals.

Visual Aid: You are to use at least one visual aid according to the guidelines presented in the text and discussed in class. Please be sure that they are not potentially dangerous or messy, and are both quick and easy for you to set up and take down. The VA must also not be inappropriate for a classroom full of individuals of mixed backgrounds.

Name _____

INFORMATIVE SPEECH
Proposal

1. Topic _____ Frame _____

2. General Purpose _____

3. Specific Purpose _____

4. Intended Audience Outcome _____

5. Thesis statement _____

6. I anticipate that I will research the following types of sources for this speech:

a)

b)

c)

List of possible topics I am considering:

1.

7.

2.

8.

3.

9.

4.

10.

5.

11.

6.

12.

NAME _____

Speech Planner: Informative Speech

TASK	PLANNED DATE OF COMPLETION	ACTUAL DATE OF COMPLETION
1) Select topic		
2) Narrow topic / develop THESIS statement		
3) Brainstorm the topic		
4) Preliminary Research; make any adjustments		
5) Main Research effort		
6) Develop rough draft outline		
7) Develop full sentence outline		
8) Add labels to intro and conclusion; add references; Add supporting materials		
9) Prepare visual aids		
10) Prepare speech notes		
11) Initial practice and revisions based on results		
12) Practice in front of others for feedback		
13) Final practice with visual aid for polish and refinement		
14) GIVE SPEECH		
15) Self Evaluation Due		

Informative Topic Ideas

I strongly encourage you to choose an informative topic that has a “frame” that either I have listed on page 47, or that you have proposed to me for approval. This will help you choose a topic that is a meaningful, college-level topic on which to spend your (and our) focus.

Topics to avoid: Unless you approach me with a unique FRAME for the following topics, they should be avoided for being overbroad and overdone.

Gun Control

Drunk Driving

Eating disorders

Abortion

Drug Legalization

Capital Punishment

If you select a topic of some controversy, you could use the same topic for your informative and your persuasive, and use some of the same research. Be careful! You will need to stay ‘informative’ for the first speech, and **not** venture into persuasion.

Example of the same topic for Informative and Persuasive Speeches:

- | | | |
|-------------------------------------|----|--|
| -- explaining the electoral college | is | speaking to inform |
| -- advocating its elimination | is | speaking to persuade (frame = democracy) |

Suggestions for Visual Aids

1. **Creating** Visual Aids

* Make sure that the visual aid is large enough to be seen. Any writing should be easily readable by those in the back of the room.

* Keep graphics and writing simple, in order that your audience grasp their meaning and purpose immediately

* Don't overwhelm or overload the audience with information. The purpose of the aid is just that – to aid your audience in understanding. Use the aid to clarify or reinforce a point you are trying to make verbally.

2. **Practicing** with your visual aid.

A common mistake for the novice speaker is to think that s/he will know how to handle a visual aid without ever practicing with it. Get the feel of your visual aid before you give your speech.

3. **Using** Visual Aids

* Show the visual aid only when you are utilizing it. When you are not, store them out of sight, cover them, or turn them around to a neutral side.

* Always maintain eye contact while you are using your visual aid.

* Don't talk to your visual aid, or turn your back to your audience while talking.

* Never pass your visual aids around to the audience. You will lose their attention.

Name _____

Database Research Assignment

What is your Informative Speech topic? _____

- 1) Brainstorm 5-10 “key words” that might be useful in beginning research associated with your topic:

_____	_____
_____	_____
_____	_____
_____	_____

- 2) Using a database that collects JOURNALS, attempt to find at least one journal article that might provide useful information in your research. Using *correct* APA citation format, list it below. (If you CANNOT find journal articles on your topic, use another category of resources to practice using APA citation here)

- 3) Using a database that collects MAGAZINE ARTICLES, attempt to find at least one magazine article that might provide useful information in your research. Using *correct* APA citation format, list it below. (If you CANNOT find magazine articles on your topic, use another category of resources to practice using APA citation here)

- 4) Using a database that collects NEWSPAPER ARTICLES, attempt to find at least one newspaper article that might provide useful information in your research. Using *correct* APA citation format, list it below. (If you CANNOT find newspaper articles on your topic, use another category of resources to practice using APA citation here)

/end assignment

Writing a thesis statement

If you are writing an *Informative* speech or essay, your *thesis* is a single sentence stating the *overall point* you will make about your topic in the speech/essay.

In that case, the body of your essay or speech contains *evidence* in support of that overall point. In other words, you develop supportive points to demonstrate the validity of your overall point.

--//--//--//--//--//--//--//--

If you are writing a *Persuasive* speech or essay, your *thesis* is a single sentence stating the *position* you will *defend* in the speech or essay.

In that case, the body of your speech/essay contains *arguments* in defense of that position. In defending your position, you will want to include information as well as persuasive conclusions.

--//--//--//--//--//--//--//--

Name _____

I reviewed _____'s outline

Peer Outline Evaluation Form
Informative Speech

Are they Present?
Are they of Good quality?

Introduction: in paragraph form	
----- Attention getter, labeled	
----- Psychological orientation, labeled	
----- Thesis statement, labeled	
----- Logical Orientation / Preview, labeled	
Organization	
----- Consistent / correct use of outlining symbols	
----- Consistent / correct indentation	
----- Two or more points at each level of subordination	
----- Only one idea per symbol	
----- Correct subordination & coordination of points	
----- Transitions between main points, labeled	
Development	
----- Use of supporting materials (definitions, examples, statistics, testimony) within the outline	
----- Source Citations inside the body of the outline	
Conclusion: in paragraph form	
----- Logical closure / review, labeled	
----- Psychological closure, labeled	
----- Clincher, labeled	
References	
----- At least four citations	
----- Two citations from databases	
----- APA citation format used	
Full Sentences Used Throughout	

Name _____

Instructor Outline Evaluation Form

This form is given to you in advance so that you can use it when creating your outline. On the day of your informative speech, please put your name at the top, and turn it in with your TYPED, full sentence outline.

	Pts. Possible / Present?	
Introduction: in paragraph form	2	
----- Attention getter, labeled		
----- Psychological orientation, labeled		
----- Thesis statement, labeled		
----- Logical Orientation / Preview, labeled		
Organization	3	
----- Consistent / correct use of outlining symbols		
----- Consistent / correct indentation		
----- Two or more points at each level of subordination		
----- Only one idea per symbol		
----- Correct subordination & coordination of points		
----- Transitions between main points, labeled		
Development	5	
----- Use of supporting materials (definitions, examples, statistics, testimony) within the outline		
----- Source Citations inside the body of the outline		
Conclusion: in paragraph form	2	
----- Logical closure / review, labeled		
----- Psychological closure, labeled		
----- Clincher, labeled		
References	2	
----- At least four citations		
----- Two citations from databases		
----- APA citation format used		
Full Sentences Used Throughout	1	

Total Ptsout of 15... _____

Name _____ Topic _____ Frame _____ Time short / ok/ long

Instructor Speech Evaluation Form Informative Speech

Organization

INTRO

- Attention Getter __ Very captivating __ Make more inviting __ Needs clarity __ Inappropriate
- Thesis __ Clear __ Not a single sentence __ Not succinct __ Needs to be earlier
- Preview (Log. Or.) __ Helpful & clear __ No preview

BODY

- Transitions __ Nice use __ Too repetitive __ Some missing __ All missing
- Internal Prev/Rev __ Could use more
- Signposting __ Could use more
- Org Overall __ Effectively organized __ Need better org pattern __ Weak in one part of org pattern

CONCLUSION

- Review (Log. Cl.) __ Clearly restated __ Missing
- Clincher __ Nice parting thought __ Weak ending

Content Development

- Unity __ Clear goal & development __ Development lacking
- Support __ Linked evidence to thesis & points __ Evidence is weak __ More/less explan/evd
- Coherence __ Pts flowed well __ Develop pts equally __ Make pts distinct __ Linking unclear

Delivery

- Vocal Variety __ Excellent expressiveness __ Vary your voice more __ Repeated pattern
- Gestures __ Helpful/ good __ Hands at side __ Raise __ Hands in pockets __ Need more/less
- Stance/Movement __ Solid __ Swaying __ Leaning __ Legs crossed __ Pacing
- Rate __ Smooth __ Too fast/slow __ Stilted __ Breathing Issues __ Sound like reading
- Eye contact __ Good __ Look at us __ Too much reading
- Word choice __ Appropriate __ Too casual __ Too formal __ Too many vocalized pauses

Effectiveness

- Visual Aids __ Excellent/handled well __ Distracting __ Too small to see __ Work on handling
 __ Ineffective/unclear
- Evidence __ Appropriate __ Balanced throughout speech __ Need to vary types used
 __ Questionable sources __ Cite
- Credibility __ Appear/sound credible __ Appearance/confidence lacking __ Sound unsure
 __ Sound bored
-

Overall

__ Very effective speech __ Somewhat effective __ Keep working!

TOTAL POINTS:

INFORMATIVE SPEECH
Self Evaluation

All Self-Evaluations for this course are to be typed, double spaced, and represent college-level effort. This essay should be approximately 1 ½ - 2 pages long in order to meet the intent of the assignment. Lesser length or lesser analysis may result in lower evaluation.

- 1) Appearance – Do you feel comfortable, confident, and credible? Were you smiling / engaging / connecting visually with your audience?
- 2) Content – Were your ideas clearly conveyed? Can you clearly hear each of your main points? Did you “smooth out” your speech by using transitions between points?
- 3) Organization – Were your ideas presented in a logical order? Do your ideas progress?
- 4) Delivery – Are you speaking extemporaneously, with maximum eye contact? Is your body moving effectively? Are your gestures effective and complimentary, or are they distracting?
- 5) Overall effectiveness – How effective do you believe you are, in this speech, in conveying your ideas? What one or two goals do you have for improving in your next speech?

Speaker Name _____

Reviewer Name: _____

In-Depth Peer Review of Family Member
Informative Speech

1 = missing 2 = average 3 = good 4 = excellent

COMMENTS

Introduction

Attention getter effectiveness	1	2	3	4
Psychological Orientation	1	2	3	4
Logical orientation / preview of main pts?	1	2	3	4
Statement of Thesis	1	2	3	4

What was the thesis of this speech? _____

Body:

What were the main points? _____

Organization – effectiveness	1	2	3	4
Development – in enough detail	1	2	3	4
Support for main points (examples, etc)	1	2	3	4
Transitions between main points?	1	2	3	4

Conclusion:

Logical closure / review of main points?	1	2	3	4
Psychological closure	1	2	3	4
Clincher – effectiveness	1	2	3	4

Delivery

Overall effectiveness	1	2	3	4
Minimized use of note cards	1	2	3	4
Minimize distracting movements	1	2	3	4
Minimize distracting orals (“um”, “like”)	1	2	3	4

Visual Aid

Effectively created	1	2	3	4
Effectively utilized during speech	1	2	3	4

*****NEXT PAGE TO FINISH*****

Overall Impressions

Were you left with a lasting impression? What was it?

Write at least one question you would ask this speaker as a follow-up.
(note: There's always a question or two that can arise from the speaker's presentation. Be an active listener, and show curiosity about the speaker's presentation!)

Note at least two strengths of this presentation:

- 1)
- 2)

Note at least two areas for improvement for next time:

- 1)
- 2)

Name _____

Informative Speech

Multiple Speakers Peer Review, Day 1

1

2

3

4

	1	2	3	4
Speaker Name				
Topic				
Main Idea				
Main Pt 1				
Main Pt 2				
Main Pt 3				
What new info did you learn?				
What did you like about the speech?				
What suggestions do you have for the speaker for next time?				

5

6

7

8

Speaker Name				
Topic				
Main Idea				
Main Pt 1				
Main Pt 2				
Main Pt 3				
What new info did you learn?				
What did you like about the speech?				
What suggestions do you have for the speaker for next time?				

Name _____

Informative Speech

Multiple Speakers Peer Review, Day 2

1

2

3

4

Speaker Name				
Topic				
Main Idea				
Main Pt 1				
Main Pt 2				
Main Pt 3				
What new info did you learn?				
What did you like about the speech?				
What suggestions do you have for the speaker for next time?				

5

6

7

8

Speaker Name				
Topic				
Main Idea				
Main Pt 1				
Main Pt 2				
Main Pt 3				
What new info did you learn?				
What did you like about the speech?				
What suggestions do you have for the speaker for next time?				

PERSUASIVE SPEECH Assignment Sheet

On Speaking Days, Bring: Speaking Notes, Full Sentence Outline, Evaluation Form, Peer Review Forms, Visual Aid (which is optional for this speech).

Also bring “Pre-Speech Analysis” derived from analysis of your Audience Surveys.

Purpose: The primary purpose of persuasive speaking is to influence this audience in your desired direction.

The Assignment: This 5 - 6 minute speech (5 minutes minimum, 6 minutes maximum) is designed to allow you to apply all of the concepts you have learned so far in this course. Your topic should be one that is timely and timeless. You may use the same topic you used for your informative speech, or you may choose a new topic. In either case, you must call for a **direct and specific course of action** from your audience. Your speech is to be based on sound reasoning and evidence and must include motivational appeals and credibility.

You are required to do research for this using academically-oriented databases as well as traditional sources. Include supporting materials (definitions, examples statistics and /or testimony) derived from your research, cited in your speech, and more fully cited in your outline. No less than 4 (FOUR) sources are required to meet the minimum requirement for research.

Content: The focus of this speech will be the method and manner of persuading your audience of the importance of your ideas, and also of the importance of taking action. Keep in mind the importance of clarity in relaying the content of your speech to your audience. Do not have too many main points – confine your speech to two or three main ideas and group other points under these. Be sure to clearly explain the relationship between your points. Use clear and precise language in your previews, summaries, and transitions.

Organization: The speech should be well organized using one of the specific types of organization covered in class. Adhere to the principles of clear explanation while incorporating solid persuasive techniques. Use organizers (such as signposting, enumeration, acronyms, slogans) emphasis cues, and definitions or analogies if these will help your audience understand your message.

Delivery: Your delivery skills are to your best – extemporaneous, conversational, energetic, non-distracting...in short, persuasive. Be sure to prepare this speech with enough time to practice using your speaking notes. Practice the speech several times but do not memorize it. Time your speech, and get a sense of where you should be in your speech with 2 minutes left, 1 minute left, etc. Please use no more than SIX note cards, which contain KEY terms and words that will help you remember your speech. Maximum eye contact and fluid delivery are your goals. DON'T FORGET to include oral references to your research when you give your speech.

Visual Aid: There is NO visual aid requirement for this speech. However, if you feel that your speech would be enhanced by using visual aids (and I certainly believe that most persuasive messages benefit from multiple channels of delivery), you are free to use them.

Outline: A typed full sentence outline is due the day of the speech. As with prior outlines, this outline should contain:

- At the top: the Topic, General Purpose and the Specific Purpose of your speech, the Organizational Pattern used, the Primary Audience Outcome, and your Thesis Statement.
- A three-level (I., A., 1.) outline of the content of your speech in correct format (Introduction, Body and Conclusion, using correct outlining symbols), with LABELS for
 - the three functional parts of the introduction, plus the thesis statement, and the
 - three functional parts of the conclusion.

In addition to the above requirements, your outline should also incorporate the following course concepts that are specific to this assignment on Persuasive Speaking:

- identification of your FRAME for the analysis you've chosen for this topic, LABELED.
- at least three different supporting materials (definitions, examples, statistics, etc.) with internal citations of your sources, LABELED;
- at least one appeal to audience needs using Maslow's Need Hierarchy, LABELED;
- at least one appeal to audience values, using values listed in class, or in the text, or that you identify, LABELED.

With regard to research you are expected to include no less than

- four source citations within the text of the outline, and
- also include them in the References section at the end of the outline, using APA citation form consistent with the handouts provided previously.

Persuasive Speech Proposal

1. Topic _____ Frame _____
2. General Purpose _____
3. Specific Purpose _____

4. Intended Audience Outcome _____

5. Thesis statement _____

6. I plan to appeal to my audience's needs by including _____

7. I plan to appeal to my audience's values by including _____

8. I plan to incorporate an appeal to Pathos (emotion) by including _____

9. I plan to incorporate an appeal to Ethos (speaker ethics / credibility) by including _____

10. I plan to incorporate an appeal to Logos (logic/reasoning) by including _____

Speech Planner
Turn in this page with your Self Evaluation.

NAME _____

Speech: PERSUASIVE

TASK	PLANNED DATE OF COMPLETION	ACTUAL DATE OF COMPLETION
1) Select topic		
2) Narrow topic / develop THESIS statement		
3) Brainstorm the topic		
4) Preliminary Research; make any adjustments		
5) Main Research effort		
6) Develop rough draft outline		
7) Develop full sentence outline		
8) Add labels to intro and conclusion; add references; add supporting materials and attention factors		
9) Prepare visual aids		
10) Prepare speech notes		
11) Initial practice and revisions based on results		
12) Practice in front of others for feedback		
13) Final practice with visual aid for polish and refinement		
14) GIVE SPEECH		
15) Self Evaluation Due		

Answer the following brief questions:

- 1) On a scale of 1-10, with 10 being the best, how successful were you in managing your preparation time for this speech? 1 2 3 4 5 6 7 8 9 10
- 2) Were the target dates that you set for yourself realistic for you? _____ Why/why not? _____
- 3) What have you learned about your own large project preparation skills?

- 4) How will you modify your actions for future similar speeches or large projects?

Persuasive Topic Ideas

Please allow yourself wide latitude to come up with ideas for this speech. This list below contains only a few of the thousands of topic ideas that can work for this speech.

Remember, this is a speech that calls for a specific plan of action as a result of the examination of the problem area or area of controversy. The best topics are ones on which there is sincere difference of opinion, and in which you are asked to really convince your audience first, of a problem, and second, of a viable solution.

Juvenile Crime
Television Violence
Multicultural Education
Women's rights
Censorship of Music
Physician-Assisted Suicide
School Prayer
Sex Education
Academic Tracking
Home Schooling
Mainstreaming the Disabled
Wetland Regulations
International Ban on Ivory
Genetically Altered Foods
One-Child Policy in China
Affirmative Action
Splitting California into Two States
Violence in the workplace
Welfare Reform
Abolishing the Minimum Wage
Raising the Minimum Wage

The ideas that are listed above are meant to spark your imagination and to give you some idea about the types of topics that would be appropriate for this speech. **This is NOT a list from which you choose a topic;** in fact, asking to do a topic on this list will indicate that you've not spent enough time thinking about the world of possibilities for topic selection.

Sample Pre-Speech Survey

1. What is your reaction to the following thesis statement?

TYPE QUESTION

Circle one: Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

2. On this topic, I would describe myself as: Undecided / Uninformed / Uninterested

3. (Ask your next question here) Closed-ended

4. (Ask your next question here) Closed-ended

5. (Ask your next question here) Open-ended, short answer (invite use of the back of the sheet)



Sample Post-Speech Survey

1. *Following the speech*, what is your attitude *now* toward this statement?

TYPE QUESTION

Circle one: Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

2. *Following the speech*, on this topic I would describe myself as:
 Undecided / Uninformed / Uninterested

3. (Ask your next question here) Closed-ended

4. (Ask your next question here) Closed-ended

5. (Ask your next question here) Open-ended, short answer (invite use of the back of the sheet)

Reviewer _____ I reviewed _____'s outline

PEER Outline Evaluation Form
Persuasive Speech

Completed header with all elements	
Introduction – paragraph form	
Attention-getter, labeled	
Psychological Orientation, labeled	
Thesis Statement, labeled	
Logical Orientation/Internal Preview, labeled	
Organization	
Consistent & correct use of symbols	
Consistent & correct indentation	
Two or more points at each level of subordination	
No more than one point per symbol	
Correct subordination and coordination of subpoints	
Transitions between main points – labeled	
Conclusion – paragraph form	
Logical Closure / internal summary, labeled	
Psychological closure , labeled	
Clincher, labeled	
Persuasive Development (Quality Points)	
One appeal to audience needs - label	
One appeal to audience values - label	
Internal source citations (inside the text of the outline)	
Overall Informative Attempts – simple to complex; familiar to unfamiliar; repetition of important points	
Overall Persuasive attempts – enthusiasm, appropriate appeal to emotion, establishing speaker credibility, tailor to specific audience	
References – title centered, no bold, 1 st letter capitalized	
Include source citations of all sources used, APA format (see handout)	
Full Sentences throughout	
Total points.....	

Name _____

Instructor Outline Evaluation Form
Persuasive Speech

	Possible Points	Earned Points
Introduction – paragraph form	1	
Attention-getter, labeled		
Psychological Orientation, labeled		
Thesis Statement, labeled		
Logical Orientation/Internal Preview, labeled		
Organization	3	
Consistent & correct use of symbols		
Consistent & correct indentation		
Two or more points at each level of subordination		
No more than one point per symbol		
Correct subordination and coordination of subpoints		
Transitions between main points – labeled		
Conclusion – paragraph form	1	
Logical Closure / internal summary, labeled		
Psychological closure , labeled		
Clincher, labeled		
Persuasive Development (Quality Points)	2	
One instance of valid reasoning - labeled		
One appeal to audience needs - labeled		
One appeal to audience values - labeled		
Internal source citations (inside the text of the outline)		
Overall Informative Attempts – simple to complex; familiar to unfamiliar; repetition of important pts	2	
Overall Persuasive attempts – enthusiasm, appropriate appeal to emotion, establishing speaker credibility, tailor to specific audience	3	
References – title centered, no bold, 1st letter capitalized		
Include source citations of all sources used, APA format (see handout)	2	
Full Sentences throughout	1	
Total points.....	15	

Name _____ Topic _____ Frame _____ Time: ok/ short/long

Instructor Speech Evaluation Form Persuasive Speech

Organization

INTRO

- Attention Getter __ Very captivating __ Make more inviting __ Needs clarity __ Inappropriate
- Thesis __ Clear __ Not a single sentence __ Not succinct __ Needs to be earlier
- Preview (Log. Or.) __ Helpful & clear __ No preview

BODY

- Transitions __ Nice use __ Too repetitive __ Some missing __ All missing
- Internal Summaries __ Effective __ Could use more
- Signposting __ Well done __ Could use more
- Org Overall __ Effectively organized __ Need better org pattern __ Weak in one part of org pattern

CONCLUSION

- Review (Log. Cl.) __ Clearly restated __ Missing
- Clincher __ Nice parting thought __ Weak ending

Content Development

- Unity __ Clear goal & development __ Development lacking
- Support __ Linked evid to thesis & points __ Evidence is weak __ More/less explan/evidence
- Coherence __ Pts flowed well __ Develop pts equally __ Make pts distinct __ Linking of pts unclear
- Persuasiveness __ Excellent blend of appeals __ Use more logos/pathos __ Good ethos (cred)
- Reasoning __ Sound __ Avoid errors in reasoning

Delivery

- Vocal Variety __ Excellent expressiveness __ Vary your voice more __ Repeated pattern
- Gestures __ Helpful and good __ Hands at side __ Raise __ Hands in pockets __ Need more/less
- Stance/Movement __ Solid __ Swaying __ Leaning __ Legs crossed __ Pacing
- Rate __ Smooth __ Too fast/slow __ Stilted __ Breathing Issues __ Sound like reading
- Eye contact __ Good __ Look at us __ Too much reading
- Word choice __ Appropriate __ Too casual __ Too formal __ Too many vocalized pauses

Effectiveness

- Engagement __ Captivating __ Make more inviting
- Support/Analysis __ Excellent supporting analysis __ Provide more analysis __ Evidence is weak
- Evidence/Research __ Support is appropriate __ Balance your evidence __ Vary types of evidence __ Questionable source(s)

Overall __ Very effective speech __ Somewhat effective __ Keep improving!

TOTAL POINTS:

Speaker Name _____

Reviewer Name: _____

In-Depth Peer Review of Family Member
Persuasive Speech

1 = missing 2 = average 3 = good 4 = excellent COMMENTS

Introduction

Attention getter effectiveness	1	2	3	4
Psychological Orientation	1	2	3	4
Logical orientation / preview of main pts?	1	2	3	4
Statement of Thesis	1	2	3	4

What was the thesis of this speech? _____

Body:

What were the main points? _____

Organization – effectiveness	1	2	3	4
Development – in enough detail	1	2	3	4
Support for main points (examples, etc)	1	2	3	4
Transitions between main points?	1	2	3	4

Conclusion:

Logical closure / review of main points?	1	2	3	4
Psychological closure	1	2	3	4
Clincher – effectiveness	1	2	3	4

Delivery

Overall effectiveness	1	2	3	4
Minimized use of note cards	1	2	3	4
Minimize distracting movements	1	2	3	4
Minimize distracting orals (“um”, “like”)	1	2	3	4

Visual Aid

Effectively created	1	2	3	4
Effectively utilized during speech	1	2	3	4

*****OVER / NEXT PAGE TO FINISH*****

Overall Impressions

Were you left with a lasting impression? What was it?

Write at least one question you would ask this speaker as a follow-up.
(note: There's always a question or two that can arise from the speaker's presentation. Be an active listener, and show curiosity about the speaker's presentation!)

Note at least two strengths of this presentation:

- 1)
- 2)

Note at least two areas for improvement for next time:

- 1)
- 2)

Name _____

Persuasive Speeches

Multiple Speakers Peer Review, Day 1

1

2

3

4

Speaker Name				
Topic				
Main Idea				
Main Pt 1				
Main Pt 2				
Main Pt 3				
What new info did you learn?				
What did you like about the speech?				
What suggestions do you have for the speaker for next time?				

	5	6	7	8
Speaker Name				
Topic				
Main Idea				
Main Pt 1				
Main Pt 2				
Main Pt 3				
What new info did you learn?				
What did you like about the speech?				
What suggestions do you have for the speaker for next time?				

Name _____

Persuasive Speech

Multiple Speakers Peer Review, Day 2

	1	2	3	4
Speaker Name				
Topic				
Main Idea				
Main Pt 1				
Main Pt 2				
Main Pt 3				
What new info did you learn?				
What did you like about the speech?				
What suggestions do you have for the speaker for next time?				

5

6

7

8

Speaker Name				
Topic				
Main Idea				
Main Pt 1				
Main Pt 2				
Main Pt 3				
What new info did you learn?				
What did you like about the speech?				
What suggestions do you have for the speaker for next time?				

Words of Tribute Assignment Sheet

This will be your final presentation to the class. It is intended to wrap up our work with each other in this class in a way that acknowledges the contributions that others have made to your public speaking progress during the semester.

Please create a short presentation that will be a tribute to those classmates with whom you have worked this semester. Generally, this will include your Peer Partner(s), Group or Family Member, and/or anyone else in the class who is deserving of your acknowledgement.

The speech should be 1-2 minutes long (1 minute minimum, 2 minutes maximum).

Be creative and have fun with this presentation! I have had students write songs, poetry, raps, etc. so don't feel as though you need to stay with our standard approaches -- break loose!

Your purpose is to focus on the positive aspects of working with your partner(s)/classmates and to create a sense of appreciation. You are encouraged to use stories and examples from your interactions this semester that allow your audience to understand the relationship that you have built, and explain how her/his/their feedback has affected the development of your public speaking skills.

Set a friendly, appreciative tone. Add humor and warmth and make this a sincere but fun reflection on your work with your partner.

In preparing for this final speaking exercise, use the Outline Worksheet on the next page. It will be collected on the day of the speeches. Remember, have fun with this one!

Name _____

Words of Tribute

Outline Worksheet (OR—use reverse if you use an alternate organizational approach)

Introduction / attention getter:

Thesis Statement:

I. (Your First Main Point):

A.:

B.

II. (Your Second Main Point):

A.

B.

I. (Your Third Main Point, if you have one):

A.

B.

Conclusion / clincher:]

7. Other comments for the instructor?

8. Think back to when you signed up for this class. If you had 1-2 sentences to say to another student who is considering taking this class with this instructor, what would you tell them?