

Public Speaking

Public Speaking

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PART I

I. Welcome!

Hi,

My name is Lee Ann Thomas. While I have been teaching public speaking at the college level for twenty-five years, this is my first year teaching the course in an Open Educational Resource (OER), on-line format. This is why you were not required to purchase a textbook or an access code to upload your required, speech recordings. It is exciting to offer this course in a format that is more affordable to students.

In general, anticipate that the goals of this course are to build your confidence and skill in writing an effective speech, to provide practical experience preparing, practicing and delivering an effective speech, and to critically evaluate speeches given by others. Everything I ask you to READ, to DISCUSS, and to DO will directly address one of these three goals.

It is not a goal of the class to become an expert in presentation technology, but the biggest learning curve I experienced getting ready for our class to start was coming up to speed on the technology needed. It is essential that during this Ice Breaker week that you successfully create a private, Youtube channel that you will upload your speech recordings and then provide a link to each required speech for me to grade and a link of the same speech to PEER REVIEW DISCUSSION. *The five people who volunteer as your audience members for the ice breaker may change speech to speech or you may wish to round up the same crew for each required presentation.*

I have included the dates in “Course Schedule and Key Assignments” when audience members are required so you can coordinate schedules of your family and friends. In order to pass COM101, you will give four speeches in front of an audience of five adults. Sorry! Kids and pets do not count! Make sure to find

ways to thank these individuals for the generosity of their time and support for your success in COM101. Pizza? Chocolate Chip Cookies? You will learn more about audience analysis later in the course.. for now, go with your gut feeling on best way to show your appreciation.

As you work your way through important information provided to you in “Course Information Documents” and successfully complete the Ice Breaker Module, I am hopeful you will discover that you are prepared with needed course materials and technology to begin COM101 next week.

There is a lot to explore and to get in place so we will have a great semester together, so while you are here, keep going! Next step? Read all “Course Information Documents”, click on Ice Breaker Module, and complete everything in READ, DISCUSS, and DO folders. Welcome to COM101: Public Speaking!

Moving around in the Course

To continue, click on “Table of Contents” found on right side of this page. Or you can use the “arrows” at the top of page to advance to next page or to return to previous page.

2. Course Schedule/Key Assignments

		DISCUSS FORUM	
Course Module: Open/Close Dates		Quiz Assignment	
Ice Breaker 8/21 – 9/3		Draft of Ice Breaker Speech	AUDIENCE
		DUE: TECH CHECK SPEECH	
Module One: Course Overview and Introduction Speech 8/28-9/17	Week 1	DISCUSS FORUMS	
	Week 2	DUE: Introduction Draft	
	Week 3	DUE: INTRODUCTION SPEECH	AUDIENCE
		DISCUSS FORUMS	
	Week 4	DUE: Informative Speech Topic Plan	
Module Two: Informative Speech 9/18- 10/22	Week 5	DUE: Required Listening Critique: Inform	
	Week 6	DUE: Informative Speech (Draft)	
	Week 7	DUE: INFORMATIVE SPEECH	AUDIENCE
	Week 8		
Module Three:		DISCUSS FORUMS	
<u>Mid-Term Exam</u> 10/23-10/29	Week 9	DUE: Mid-Term Test	
		DISCUSS FORUMS	
Module Four:			
Communication Model/ Demonstration Speech 10/30-11/12	Week 10	DUE: Demonstration Speech (Draft)	
	Week 11	DUE: DEMONSTRATION SPEECH	AUDIENCE

		DISCUSS FORUMS	
	Week 12	DUE: Persuasion Speech (Topic)	
Module Five:		DUE: Required Listening Critique:	
Persuasion		Persuasion	
11/13-12/10	Week 13	DUE: Persuasion Speech (Draft)	
	Week 14	DUE:	AUDIENCE
		PERSUASION	
		SPEECH	
Module Six:			
Final Test /Course	Week 15	Final Test and	
Evaluation		Course Evaluation	
12/11-12/15			

3. TECHNOLOGY HELP DESK: Moodle

Clinton Community College Online Learning

Technology Support

If you are experiencing concerns related to access to content in the course or need clarification of how to submit an assignment/speech recording, please use our class discussion area to post your question “Talk with the Professor.”

If you cannot resolve a technology glitch and have tried to seek assistance from your instructor and classmates, you may wish to contact our Student Help Support Service:

Email: Vicky.Sloan@clinton.edu.

“Technology Help Desk”

4. YouTube Account Instructions

1) If you have a Gmail account already proceed to step #2. If you do not have a Gmail account, sign up for one at <https://www.google.com/gmail> using the red **Create An Account** button.

2) Login to your Gmail account from the **Sign In** link. Once there access YouTube using the nine-squared tile icon to the left of your name.

3) To send your video to YouTube click the **Upload** button in the upper right.

4) It is easy to drag and drop your video right into the **Select files to upload** box.

5) While you are waiting for your video to process change the access to **UNLISTED**. This prevents it from being searched. Only those with the link can see it. (You can easily set this file to PRIVATE after the course is over.)

6) After processing is complete click the **Done** button. The following screen appears that gives you the link to add to the discussion forum and assignment dropbox in Moodle.

7) To locate this video click on your **Video Manager** on the left-hand side. All your videos will appear with an edit button to the right of each one.

PART II

ICE BREAKER: MEET, GREET AND COMPLETE

5. Icebreaker Module

Instructions

Is the format of this course the right fit for you? The best way to find out is to give it a shot during this Icebreaker Module before the course officially starts. This is practice and peace of mind for both of us that you are set to start the class. Based on my experience teaching this course online, students who do not complete icebreaker assignments are not successful in the course. This means if you do not wish to prepare and submit a draft of your speech and record yourself giving the speech in front of a live audience of 5 people, you should change your schedule now to a format or course that you are willing to meet the required assignments to pass the course.

All Modules are organized and structured the same way. I have chunked content into three folders called: **READ, DISCUSS, and DO.** If a module has two sections, a new listing of these folders will be available to you. Always complete in the order given.

I also wish you to see how grades are posted, so in addition to getting comfortable, you will receive grades/points for completing each assignment in the Ice Breaker Module.

Have a question? Click on “Talk with the Professor” at top of course home page and post your question.

Module Learning Objectives:

- 1. To MEET me as your instructor for this course.**
- 2. To GREET your classmates.**
- 3. To COMPLETE assignments in Ice Breaker Module.**

Meet, Greet, and Complete! Time to get to work! click on “READ” folder.

6. Icebreaker READ Home Page

You will find a READ folder in every module and/or module section. READ folders contain one to two areas: Textbook and/or Lecture Notes.

The Textbook link directs you to specific pages or chapters in our OER textbook. This is where you find required information for the two tests in our course and the vocabulary to use in your discussion posts.

Lecture Notes reading provides documents/information specific to assignments. Lecture Notes reading may include power point slides, videos, instruction documents or examples of assignments.

READ before going to DISCUSS or DO folders in all Modules and Module Sections. Assignments, discussions, and tests are based on reading and will require you to demonstrate your understanding and application of the content learned from reading.

7. What Makes a Quality Recorded Speech Video?

The three goals of the course, as you read in Course Information Documents, are to learn to write and to deliver an effective speech and to critique the effectiveness of speeches given by others. Successful video recording is not a goal of this class, but the ability to do it effectively in an on-line, public speaking course is essential. So, during this icebreaker session, I wish you to know the basics of what is expected and how to prepare for a successful recording and uploading of your speeches for evaluation.

THE TOPIC AND DIRECTIONS FOR WRITING YOUR ICE BREAKER SPEECH DRAFT AND ASSIGNMENT FOR SUBMITTING THE RECORDING ARE IN THE DO FOLDER. YOU ARE NOW READING WHAT IS NEEDED TO MAKE A SUCCESSFUL RECORDING.

Preparation for Successful Recording

Audience

Make advanced plans for 5 adults (kids and pets do not count as audience members) to be present when you record your “final” presentation. Of course, you may practice as many times as you wish in advance of the “final” recording just as you would do if you are taking this class on campus. You may record and save multiple attempts of your presentation, but you will only submit one for evaluation.

Important:

- Video files require large chunks of storage space even when they are compressed, so view and delete practice ones and only keep a saved copy of each required speech you upload with audience to be graded.
- Anticipate that on the day you plan to record your speech one or more of your pledged audience members will suddenly become unavailable. You need backup people to step in and to assist you. You may even need to reschedule recording with an audience until you have secured five adults. This will only be a worry if you have waited to record speech too close to the assignment deadline and not given yourself time to re-group. Five audience members must be present in the speech you submit for evaluation There are NO exceptions.

Designate one of the five people to be your recorder. This is the person who will hold the device being used to capture your speech. This recorder will make sure that your full body length is visible. Close ups are not needed on you or on [visual aids](#), if used. The recording is meant to focus on you as the speaker. Recordings of you from the waist up or without a pan of the five member audience at the start and end of the speech will not be evaluated for points or count as a completion of the assignment.

Space

Create a clear presentation space. Remove all unnecessary or distracting items from the speaking background. Be aware of what is around you as you present. It is distracting to have a plant seem like it is coming out of your head. It is distracting to see, unrelated to your speech topic, kid toys or worse, empty beer cans visible to the audience while you are presenting. Turn off tvs, secure cats and dogs they love to photo bomb recordings AND re-record if you see that there are distractions in the recording. Again, you are uploading your best version before the deadline and it may

not be the one you recorded on your first try. I think you get the idea. You need to create a neutral presentation space that does not distract your audience from the presentation. While you may record at home, it is perfectly acceptable to have your audience join you in a space of your choosing and one that you have permission to use. For example, you may make arrangements to be recorded in an empty classroom/conference-meeting room, any available space where you and your audience will be comfortable and the setting is not distracting.

Lighting/Sound

An effective recording is one that the audience can easily see and hear you while you are speaking. This includes your viewers watching the recording. I encourage you to do a check before you present. Anticipate what could be distracting... I have two large dogs at home that I have no doubt as soon as I start to record..would start barking loudly. I need to secure them away from the recording area. It is also important to make sure settings on your device are appropriately set for the recording. For example, it would be awful to have the screen lock-up sometime during the presentation and your recorder needs your password to continue, or to receive an incoming call/message with sounds (remind your audience members to turn off phones during the recording.) Just like creating an effective space, create the best possible lighting and sound for your presentation. Finally, make sure the battery for the device being used is fully charged.

Action

When your space is ready, your audience and recorder are in place and the equipment has been checked, queue your recorder to start.

The recorder should first show you and then quickly and

smoothly pan the audience members so that they are visible and counted....including the recorder if this is the fifth person. Nothing is expected of audience..they do not have to speak or to identify themselves. They do need to be adults..meaning they are old enough to be taking a college course on campus.

Cuts and editing are not permitted in the recording submitted for evaluation. Just like in the classroom, once the presentation starts with the pan of the audience and then it shifts to you as the speaker, the camera keeps rolling until you end and your audience applauds. During the presentation it is OK if all members of the audience are not visible; however, at the end, as the audience applauds, the recorder should do one last quick and smooth pan to confirm that they were present. **IMPORTANT:** No cuts..do not stop recording at any time between the opening shot of you in place, pan of audience, your presentation, and the final pan of audience before hitting stop.

Uploading

Save recording to your computer and to your YouTube Account to save space/storage on your device. Title the recording with the name of required speech assignment and your name. For example: Ice Breaker Speech Lee Ann Thomas. It is important to compress the file to better manage the amount of storage it takes and the amount of time to upload.

8. Required Course Technology

Let's "square up" on the the technology required for this course. Moodle is the learning management system where our class is housed. You are exploring our course right now in Moodle. I have paired our class directly with the OER text. I wish to make accessing the required reading and benefiting from the study materials as easy as possible.

Required speech recordings in front of a live audience will be uploaded from your private YouTube Channel created just for our class to SPEECH assignment . This is where I view and critique your presentation and assign points. A link to the same recording needs to posted in PEER REVIEW DISCUSSION for the matching speech so that classmates can view and share feedback on your presentation.

See link on Course Home Page: You Tube Instructions.

In the DO folder in the Ice Breaker Module, you will be asked to write and to submit an ice breaker writing and then record yourself presenting the writing in front of five adults. Upload your recording to private YouTube channel and submit link to the video in SPEECH: Ice Breaker and Peer Review Discussion. We both need to know that you are able to successfully upload future speeches and that you are able to gather together an audience for your presentations. **It is NOT possible to pass this class without the ability to submit assignments and the ability to record and upload presentations.**

9. Feedback on Recorded Speeches from Instructor and Peers

Remember this is the Ice Breaker Module. I'm giving you this information so you have a complete picture of what to expect and how it will work when the class officially starts. **Following your participation in our class discussion, you will click on DO folder and receive all the needed instruction to write and to submit your ice-breaker written draft assignment. The DO folder also includes an assignment to upload a recording of you sharing your ice breaker draft in a presentation to five adults called "Tech. Check".**

The class does not officially start until next week. Classmates have until the end of the first week to join us. No matter when classmates arrive, they have the same deadlines as you do. Whew! Aren't you glad you are here now? I am!

As I view your submitted SPEECH: TECH CHECK/Name , I will provide feedback for your consideration of what was effective and where there are opportunities to improve. I will also post the points received out of what was possible in your grade book.

IMPORTANT: Points earned are based on the effectiveness and quality of the recording only. My feedback will focus on number of audience members, quality of space, lighting and sound and your visibility to the camera.

When the rubric criteria has been addressed and points and comments are entered for the "Tech Check" Assignment, you will find your grade by clicking "Check My Grades" found in the left menu on the homepage of our course. Typically, assignments have hard deadlines, usually on Sunday evenings by Midnight. Two to three days following a deadline or the close of a DISCUSS forum the

work will be evaluated and points posted into your grade book with feedback. There will be something to DISCUSS and/or DO every week of the course. This is how your attendance is determined for that week of class.

Keep going! You are on a roll, and there is still lots to explore and to complete in this Ice Breaker Module. **Next stop is the DISCUSS folder in “Ice Breaker Module.”**

10. Ice Breaker Module: DISCUSS Instructions

The DISCUSS folder provides you with prompts/questions related to specific module content/reading. This is where we talk together and share connections to what we are reading and doing. It is also an excellent way to check understanding of course content instead of having you take numerous quizzes and tests. Each discussion forum provides you with the opportunity to earn 5 points towards your final grade. It is important to remember that actively participating in DISCUSS Forums is essential to your success in the class. Besides, we wish to hear what you think and no doubt will learn from your personal experiences and connections to the course vocabulary.

How DISCUSS works: In each Module Section you will see a DISCUSS folder. Open it and there will be 1-4 forums posted in the order to complete. I create the forums. Grades for participation in forums will appear in your grade book . Forums are directly related to READ content, so I encourage you not to post your initial response until you have completed the reading. Incorporating concepts and vocabulary from reading in the text and lecture notes is key to maximizing points received. This will be more obvious next week when we start Module One.

Once you click on individual, DISCUSS forums, you will see the full text of the prompt/question/media to respond to for your initial post. Once you post your thoughts, you will have access to all of your classmate posts and are then able to reply to two classmates for each forum.

A rubric of how points are earned in Discussion Forums is found in “Course information Documents” under Discussion Ratings.

Time to practice this feature and to GREET your classmates. Click on Ice Breaker Module: DISCUSS folder.

If you are interested in receiving a message in your Clinton email account when classmates are participating in discussion and/or commenting on something you have posted, simply click on “Subscribe” in top banner menu. If you get overwhelmed and buried under email alerts, you may un-subscribe at any time. Don’t worry that you will miss out! Each time you log into our class, you will see new activity/posts on “Course Home Page.”

IMPORTANT: After participating in our first class discussion, return to “Ice Breaker Module” and click on DO folder.

II. DISCUSS: Ice Breaker Forum: Communicator or Writer?

Two of the main goals in this course are for you to develop as a writer of effective speeches and for you to gain confidence and experience delivering an effective speech. Which one of the two terms COMMUNICATOR or WRITER is the better description of your strength starting this class?

COMMUNICATORS: Communicators are not worried about standing up and being recorded giving a speech in front of people. They feel comfortable talking in front of people but do not look forward to having to write/revise drafts of speeches.

WRITERS: Writers are not worried about preparing drafts, organizing ideas and using personal experience and research to support their points. Writers feel comfortable drafting a speech but are worried about having to present it in front of people.

So, let's find out how many communicators and writers we have enrolled in this class! Ready? Pick one of the terms communicator or writer and explain in two or three sentences why the selected term is the better fit describing you at the start of our class.

12. Ice Breaker: Assignment Instructions

The DO folder includes assignments for the course which come in the form of speech drafts, speech presentations, peer reviews, listening critiques, quizzes and tests. All assignments are based on required reading found in the READ folder. Quizzes and tests are specific to each module except for the Mid-Term and Final Test. The Mid-Term Test (Module 3) and the Final test (Module 6) cover multiple chapters. The Final Test is not cumulative which means you will not be asked about required reading prepared for the Mid-Term on the Final. They are stand alone tests based on READING and DISCUSSION and have a significant impact on your final grade in the course.

Click on " Ice Breaker: Test" to practice the typical format of questions you will experience in the course on tests and quizzes. The questions relate to reading in "[Course Information Documents](#)" and READ folder in Ice Breaker Module...so, READ before you DO. Will the Ice Breaker Test be graded? Sure! Wow! More points? Yes!

I'm asking a lot of you in the "Ice Breaker Module" and seeing you find success and getting your groove on how the course is organized and how to manage the required technology makes me happy! So why not thank you with points for taking time to make sure this is the right class and the right format for you! You deserve it!

13. Icebreaker Module: Test

The test shows you the format type of questions you may be asked on the Mid-Term Test and the Final Test. I will assign 1 point for completing the test. Think of this as early intervention for the importance of doing assigned reading. These questions are based on information I provided you in “Course Information Documents” and the READ folder of the Ice Breaker Module.

14. SPEECH DRAFT: Icebreaker Writing

IMPORTANT: This course requires you to create written assignments like drafts and critiques using your word processor, saving your work to your computer and then uploading the file and submitting it. DO NOT write your draft in Moodle. Trust me! This will avoid tears of frustration if you lose a connection to the Internet or time out and lose all of your work.

Instructions:

Think of a person in your life experience whom you consider to be an effective and engaging speaker/performer in front of groups of people. The person could be someone you have seen speak in front of an audience maybe as a teacher, a coach, a co-worker/boss, a faith leader or a celebrity or famous person you have viewed speaking in front of an audience. This writing will be used as your script for the Ice Breaker “Tech. Check” recording.

An effective draft will be one to two paragraphs written in complete sentences and will include:

- *PROPER HEADING INFORMATION*
- *GREETING WITH YOUR NAME,*
- *NAME OF A SPEAKER/PERFORMER WHO YOU*

CONSIDER TO BE EFFECTIVE AND ENGAGING

- *DETAILS OF WHAT MAKES THIS PERSON EFFECTIVE AND*
- *YOUR PERSONAL GOAL OF DEVELOPING AS AN EFFECTIVE PUBLIC SPEAKER.*

Click on attachment to see an example of a final draft which is ready to upload for evaluation. You may print the sample if you wish to refer to it while you write your own draft. Create your draft on your own word processing program, save to your own computer, and upload the file once you “Browse” and “Select” and “Attach” this assignment.

The goal of this DO assignment is for you to demonstrate that you can successfully upload a written assignment for evaluation. I will award 5 points for successfully uploading your Ice Breaker Draft. I am not grading the organization/quality of the writing of the draft but will see your first attempt to follow directions and to express yourself as a “WRITER.” Can’t wait to hear who you admire as a public speaker!

Sample Ice Breaker Presentation Draft with Formatting.doc [Sample Ice Breaker Presentation Draft with Formatting.doc](#)

Grading summary

Participants	18
Submitted	0
Needs grading	0
Due date	Sunday, 10 September 2017, 11:55 PM
Time remaining	47 days 6 hours

15. PEER REVIEW

DISCUSSION: TECH CHECK

Upload link to your TECH CHECK Speech from your YouTube account to this discussion forum. You will be able to view recordings of all of your classmates and practice replying using netiquette and course vocabulary for critiquing speeches. Remember: the focus of this recording is to practice required recording elements of future speeches: proper audience pan before and after speech, visual focus on the speaker during the presentation, and effective lighting, sound, and space void of distractions.

PART III

MODULE I: OVERVIEW AND INTRODUCTION SPEECH

16. Overview

At this point, you have completed the Ice Breaker Module and are now ready to “officially” start COM101. Excellent! Great job alerting me to your concerns and questions as you used the features of the course in the Ice Breaker Module. I encourage you to keep checking and posting to “Talk with Your Professor.” when you have questions. This is the area of the course where we can help each other area when there is a glitch or a question about an assignment.

17. Welcome to Public Speaking

Given the demands for good communication skills in the civic realm and in the workplace, a course in public speaking is perhaps more important than ever. There is no quick path to a great speech. Good speaking is developed through practice and hard work.

The public speaking course is a unique course. Unlike, say, a course in the principles of law or the history of Central Asia, the public speaking course requires you to both know content and be able to perform a skill well. You will learn important principles of public speaking and argumentation, but simply knowing these principles is insufficient; you must also be able to apply them well. By the same token, you might be able to get through a speech without saying “um,” but if the content of the speech is bad, it is not a good speech. The best public speakers not only speak smoothly, they also say important and interesting things.

HOW TO BE A STUDENT OF PUBLIC SPEAKING

The most successful model for teaching public speaking (and the one this class follows) relies on a mix of instruction, imitation, and practice.

- **Instruction** reinforces the lessons learned from the history of public speaking study. The instruction in this class draws most explicitly from the rhetorical tradition. We will study principles of argumentation, arrangement, and style.
- **Imitation** means that when studying a performance skill like speaking, we benefit by identifying and imitating the best practices of skilled speakers. I don't mean stealing or plagiarizing, I mean trying to link phrases together in a manner similar to a speaker we think sounds good. There are a number of speeches that you will watch this quarter (online and in

class). The intent of these speeches is to show you some best practices. You shouldn't simply watch a speech like you would a television show; you should look to find some verbal or nonverbal behaviors that you would like to be able to imitate.

- **Practice** is the most obvious leg of public speaking study. If you are going to get better at public speaking, you must be able to apply the lessons of instruction and imitation by practicing your speeches. The nice thing about public speaking is that you can practice it almost anywhere. However, your practice time is best spent by speaking in situations where you have an attentive audience (as opposed to a curious dog or a sleeping roommate).



MISCONCEPTIONS ABOUT PUBLIC SPEAKING

1. **You can't learn to be a good public speaker; you have to be born a naturally good speaker.** Everyone can become a better public speaker through study and practice. I love to ski. I wasn't born being a good skier; rather, I grew up skiing. I skied as often as I could and I got better. The same is true of public speaking. You were born with the basic equipment needed for speaking in public—lungs and a mouth.
2. **I can only learn public speaking through practice alone.** This misconception often works in conjunction with the misconception #1 and #3. I see this as a hugely egoistic argument since it assumes that only you know what good public speaking is and only you know how to improve. Let me return to the skiing analogy (though you could substitute any sports or skills analogy, like playing a musical instrument).

Most people develop their skiing ability by simply skiing a lot. But if you want to get better, you need to seek outside information about the principles of skiing. That's why people pay a lot of money for ski lessons. Ski instructors can both model good skiing behaviors and they can talk about the physics of metal on snow and the physiology of your muscles on skis.

3. **Public speaking is just delivery (speech content doesn't matter).** This is like saying that a good essay is simply one that has good grammar or punctuation. A good essay should have good grammar and punctuation, but it also needs good content. The same holds true of a speech. When we listen to a speech we judge the speaker according to what they say as well as how they say it. Think about presidential debates. After any presidential debate, pundits flood the airwaves and pick apart both content and delivery, but they spend far more time discussing what the candidates said.
4. **Reading a speech is the best way to ensure a good speech.** You will hear me talking a lot about the similarities between writing and speaking, but they also differ in many important respects. A speech is an act of communication with a specific audience. Reading a speech undermines this (and as we will see, can actually make you more nervous). If you were having a conversation with a friend about your classes and suddenly started reading a prepared set of comments, the conversation would sink. Why? A conversation is dynamic and relies on communicating with the other person. A speech is like a conversation in this way, you are engaging in a shared act of communication with the audience.

RHETORIC

A class on public speaking is essentially a rhetoric class. The word **rhetoric** is often used to indicate that the speaker is lying (“his record doesn’t match his rhetoric”) or that the speaker is filling air with meaningless talk (“let’s move past all the rhetoric and get down to business”). It is true that term has gotten a lot of bad press over the past 2,000 years or so, but the study of rhetoric is the study of what is persuasive. We are certainly not the first group to study what goes into a dynamic and persuasive speech. The ancient Greeks and Romans spent a lot of time thinking and writing about good speaking. Throughout history, thinkers and charlatans alike have devoted a considerable amount of effort to figuring out what sounds good, looks good, and works to motivate various audiences.

DEFINITIONS OF RHETORIC

Since the study of rhetoric has been around for so many years, there are a number of different definitions for the word. Aristotle defined rhetoric as “the faculty of discovering in any particular case the available means of persuasion.” Plato held that rhetoric is “the art of winning the soul by discourse.” The Roman thinker Quintilian suggested simply that rhetoric is the art of speaking well. John Locke however held a dimmer view of the art and wrote that rhetoric is a “powerful instrument of error and deceit.” The contemporary writer Gerard Hauser suggests, “Rhetoric is communication that attempts to coordinate social action. For this reason, rhetorical communication is explicitly pragmatic. Its goal is to influence human choices on specific matters that require immediate attention.”

For the purposes of this class, we will define rhetoric as “the study and art of effective speaking.” This doesn’t begin to capture

all the ways in which rhetoric could be (and has been) defined, but it does focus our study on the aspects of rhetoric most relevant to our present concern.



5 MAIN PARTS OF RHETORIC/PUBLIC SPEAKING

Earlier thinkers argued that the study and practice of rhetoric involved five main parts.

1. **INVENTION:** The first thing that must go into a good speech is good material. Invention means finding or thinking up good speech content. Basically, a good speaker knows what s/he is talking about. There are a number of different strategies that

we will study to help prime the mental pump. Our focus in this class is on good arguments (solid claims supported with good evidence). Aristotle suggested that the speech content was either artistic (you had to think it up) or inartistic (it already existed). Proving your claims requires both inartistic and artistic proofs. We all know that good arguments require evidence, so let's look at the artistic proofs. Aristotle saw three main ways to make an argument

- **LOGOS:** We convince people through our use of logic. So, I can argue that it rained last night by pointing to the puddles on the ground. I use the evidence of rain puddles to make a claim about something that I didn't see, relying on the basic logical premise that "puddles generally indicate recent rain." This isn't the most contentious of arguments, you say. Very true, but the principle is the same. We use appeals to logic to help support our arguments. Economists make logical arguments all the time. They have evidence about current trends, but they argue about where to invest money based on logic— they don't know 100% what the market will do, but they can try to figure out where to invest based on historical precedent, prevailing wisdom, and informal logic.
- **PATHOS:** We persuade people by appealing to their emotions. Of course, we are not simply logical animals, we have emotions, and these often shape how we see and understand the world. Now an appeal to pathos doesn't mean that we simply tug at people's heart strings or we try to scare them into acting our way. Of course this happens, but you would be hard pressed to call it good argumentation. Aristotle saw pathos as putting the audience in the right frame of mind. So, if you are arguing for something that might seem unfamiliar to your audience, you would be well advised to tell some personal stories that helped people understand the human element.

The commercials you see asking for help in funding starving populations rely a lot on pathos. They are trying to evoke your compassion by showing you what the living conditions are like for many in need.

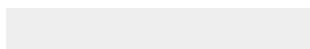
- **ETHOS:** We can persuade people by virtue of good character. Aristotle suggested that of the three artistic proofs, ethos was potentially the most persuasive. Do we trust the speaker's credibility as a person and her/his credibility on the topic? Do we trust that the speaker has our best interests at heart? We can gain ethos by doing all the research that a good speech needs and then demonstrating that ethos by being able to talk about the topic intelligently. We can "borrow" ethos by citing the best research available. Ultimately, though ethos must be earned by showing the audience that you are a credible source on this topic.
 - A good speech requires you to think about a host of different issues ranging from possible arguments, oppositional arguments, and all the different types of evidence you can use. A good speech also includes a mix of logos, pathos, and ethos. The process of sorting through all this material and deciding on the best for you case is the process of invention.
2. **ARRANGEMENT:** Once you determine what your speech will be about and what types of artistic and inartistic proofs you will use, then you need to think about the best possible way to arrange your speech. How much background information do you need to give? How should you arrange your main points? How long or short should the introduction be? In many ways, arranging a speech is more difficult than arranging an essay because a reader can jump around in an essay (look at the section headings, jump back and revisit something s/he was unclear on, etc.), but an audience member must listen to the speaker's flow of information in chronological time. Given this,

you must think about how your audience will hear and understand your speech.

3. **STYLE:** Once you know *what* you will say and the *order* in which you will say it, then you can begin to focus more on the details of exactly *how* you will say it. Some speeches are stylistically rich (Abraham Lincoln's Gettysburg Address is a famous example) while others are more stylistically plain (say, a business presentation), yet both have a type of style. The rhetorician Cicero talked about high, middle, and low styles in public speaking. We are probably familiar with the high style; many political orators use it for famous speeches. In the U.S. the State of the Union Address is usually delivered in a middle or high style. We are also probably familiar with the low style. If not, watch a television talk show; here the style is very casual. Ultimately, style is governed by the topic and the audience you are addressing. In this class, we are concerned most with the middle and middle-high style. You should think strategically about your style and how your audience will hear and understand your words. The three main speech assignments move from low-middle style (impromptu speech), to middle style (persuasive speech), to middle-high style (advocacy speech).
4. **MEMORY:** This part of rhetoric was really important for speakers in classical Greece and Rome because they delivered really long speeches (often in very high style). It remains important for us because a speech is spoken not read. If you don't practice your speech, you won't be familiar with it. If you aren't familiar with your speech, you will probably read it to us. This is not a class in public reading, but in public speaking. You should not try to memorize your speeches word for word. This will only exacerbate any fear you have of public speaking. However, you should know the main parts of your speech. This comes down to a matter of knowledge and practice. You need to know your material well enough so that you can talk about the topic intelligently (invention). You also need to practice

enough so that you know how best to explain this topic to the audience (arrangement and style).

5. **DELIVERY:** The final part of a study of rhetoric is the one that people fear the most: standing up in front of an audience and actually delivering the speech. Of course, if you have the invention, arrangement, style, and memory parts down pat, the delivery part shouldn't give you too many headaches. That said, there are a number of delivery issues that can help or hurt your speech. We will study some of those delivery issues that are most distracting and those techniques that are most beneficial. However, the basic delivery approach we will focus on in this class is conversational delivery. This doesn't mean simply speaking as you would with your friends about any subject, but finding a style that looks good, sounds good, and helps your ethos.



18. Methods of Delivery

There are four basic **methods** (sometimes called styles) of presenting a speech: manuscript, memorized, extemporaneous, and impromptu. Each has a variety of uses in various forums of communication.

Manuscript Style

The word **manuscript** is the clue to the style. The speech is written and the speaker reads it word for word to the audience. Originally, it was done from the hand-written paper manuscript. Today the **manuscript style** is common, but the paper is gone. Who reads the speech to the audience? Answer: Newscasters



"Marketing Mix" by Matthew Hurst. CC-BY-SA.

and television personalities. In the old days, the manuscript was hand-lettered on cue cards, which were held next to the camera lens. Then paper scrolls, like printed piano rolls were used, especially in Soap Operas. Today, a special teleprompter (working like a periscope) is attached to the camera so the newscaster is looking at the lens while reading.

Why is the manuscript important and in use? Precision. In the news-reporting industry, every fraction of a second counts because broadcast time is costly. Also, the facts and names must be exact and accurate so there is no room for error. Errors in reporting decrease the credibility of the news organization and the newscaster.

The most regular use of the teleprompter for **manuscript** delivery is by the U.S. President. In fact, the teleprompter, used by every President since Reagan, is called a "Presidential Teleprompter." It is

made of two pieces of glass, each flanking the podium. They reflect the text from a monitor on the floor like a periscope. The glass on both sides has the same text, and the speaker looks alternately from one glass to the other as though looking at the audience through the glass. The audience cannot see the projected text. The speeches a President gives will often reflect national policy, define international relationships, and the press will scrutinize every syllable. It has to be more than brilliantly accurate; it has to be impeccably phased. Professional writers and policy experts compose the speech; and the President delivers it as though he not only wrote it, but made it up on the spot. That is the skill of a good politician, actor, or speaker. Those who are not skilled using a teleprompter or manuscript will sound stilted and boring.

Try This! Manuscript Delivery

Watch the local or national 6 p.m., 11 p.m. and 6 a.m. newscasts on the same T.V. station. Make notes on which news items repeat and how closely, or exactly, the phrasing is, even if different personalities are presenting the same item.

Memorized Style

The **memorized style** of speaking is when the manuscript is committed to memory and recited to the audience verbatim (word for word). In the days when **elocution** was taught, this was a typical approach. A speech was a recitation. The Optimists Club (a national organization) used to have a “Oratory” contest for high school students. Contestants wrote essays on a given theme, to create a

speech at a specific time length (e.g.: three minutes). The essay was memorized and the delivery was judged by 1) the quality of the writing, 2) the accuracy with which it was recited; and 3) the precise length of time. Such contests seem archaic by today's more casual and somewhat less formal standards.

Where is a memorized delivery style still common? Due to copyright laws and licensing contract agreements (other than scripts that are in the public domain), actors on stage are obligated to memorize the script of the play and perform it **verbatim** exactly as written. It is typical for speakers on high school and university speech and debate teams to memorize their competitive speeches. Corporate conventions often use large LCD monitors on the front of the stage as teleprompters. This allows the speaker to move more freely across the stage while sticking to his or her script. Some monologists (such as the stand-up comics mentioned at the start of the chapter) also use a memorized delivery style. In all cases, they create the impression that the speech is spontaneous. You might consider using the memorized delivery style if your speech is relatively short, or you know you will have to deliver your speech repeatedly such as a tour operator would.

Impromptu Style

Theoretically, an “impromptu” speech is “made up on the spot.” It is unprepared and unrehearsed. Often ceremonial toasts, grace before meals, an acknowledgement, an introduction, offering thanks and so on, fall into this category. While there are some occasions when a speech in those categories is actually prepared (prepare your acceptance for the Academy Award BEFORE you are called!), there are many occasions when there is little or no opportunity to prepare.

Impromptu speeches are generally short and are often given with little or no notice. Notes are rare and the speaker generally looks

directly at the audience. It would be presumptuous and arrogant to declare rules for Impromptu Speaking. It is fair to explain that “impromptu” describes a range from absolutely no preparation, to a modest amount of preparation (mostly thought) and rarely incorporates research or the formalities of outlines and citations that more formal speeches would include.

Be still when you have nothing to say; when genuine passion moves you, say what you've got to say, and say it hot. – D. H. Lawrence

An indelibly memorable example occurred to me when my siblings threw a surprise 10th anniversary party for my Mom (Margaret) and our stepdad (Lidio). It was the third marriage for both of them, and they were in their 60's. As soon as the yells of “surprise” subsided, Lidio picked up his wine glass and proposed a toast:

“I can't believe this surprise! I don't know what to say... um, Dino [his brother] when was that Yankee game Dad took us to when we were kids? It was 4th of July, wasn't it? 1939? And it was like it was yesterday; and today reminds me of that day, when Lou Gehrig came out to the mound. He was slow, but we were all cheering the ‘Pride of the Yankees.’ He wasn't playing anymore, he was too sick, but he looked around the crowd, and said ‘I'm the luckiest man alive.’ That's how I feel with you all here today; to celebrate our 10th anniversary. I'm here with you and with Margaret; and I'm the luckiest man alive.”



[“Apr. 3 – Cheers!”](#) by KimManleyOrt. [CC-BY-NC-ND](#).

The speech was short, emotionally charged, wonderfully articulate, and absolutely unprepared. The speech had one central emotionally charged message; simple, in words and phrasing, but complex by bringing an image of great sentimentality to the

occasion. He was able to react to the moment, and speak “from the heart.”

In contrast, legendary magician Harry Houdini was often asked to perform for the amusement of his fellow passengers when sailing to Europe. I always associate “impromptu” with the stories of Houdini’s shipboard conjuring. Nothing was further from “impromptu.” The skill of the great magician was in making his illusions seem spontaneous with what appeared to be ordinary items that “happened” to be on hand. Houdini spent endless hours planning and rehearsing. The true illusion was that they “appeared” to be impromptu.

Take advantage of every opportunity to practice your communication skills so that when important occasions arise, you will have the gift, the style, the sharpness, the clarity, and the emotions to affect other people. – Jim Rohn

Extemporaneous Style

Sandwiched between the *memorized* and *impromptu* delivery styles you find the extemporaneous speech style. For this style, the speech is not completely written out. It is usually delivered with keynotes for reference. Most public speaking courses and books describe **extemporaneous** speeches as carefully prepared and rehearsed, but delivered using notes of key words and phrases to support the speaker. Phrasing is pre-rehearsed, words are pre-chosen, and the organization is fluid and well constructed. There should be no fumbling for words, no rambling, and length of time should be carefully monitored. The style does offer the speaker flexibility to include references to the immediate surroundings, previous speeches, news of the day, and so on.

The trouble with talking too fast is you may say something you haven’t thought of yet.” – Ann Landers

How you develops the notes and what they look like are up to the individual, but a natural extemporaneous delivery is difficult if you are relying on a manuscript. Under no circumstances should the speaker be spending more than 20% of the speaking time looking at the notes. It would be ideal to practice so you only glance at your notes approximately 5% of the time of the speech.



[“Speech Notes”](#) by Jess J. [CC-BY-NC-ND](#).

Those who have limited experience in formal speaking find it helpful to write out the speech as though it were an essay, then read it, edit it, then create speaking notes from the text. This helps with editing and with thinking through the phrases. This process of public speaking was taught decades ago to my contemporaries and me and has fallen out of fashion. But it is a useful way of thoroughly thinking through the speech. If this procedure is used, it is advisable to rehearse the speech with the notes without the essay prior to delivering the speech. But be warned: having the fully written essay at the podium might detract from the delivery.

The extemporaneous style is the method most often recommended (and often required) in today’s public speaking courses, and is generally the best method in other settings as well. While it is not the only method of delivering a speech, it is the most useful for presentations in other courses, in the corporate world and in pursuing future careers.

19. DISCUSS: Similarities Between Public Speaking and Everyday Conversation

As you learned from the reading, there are important similarities between public speaking and everyday conversation. My favorite one is “tailor the message to the audience.” In fact, my favorite word in this class is TAILOR. Haven’t you found that after a crazy, lucky to live to tell about it weekend that when people in your life ask you about the weekend, your answer changes? The weekend stays the same but we naturally “tailor” our answer and decide what to include and what to leave out based on the listener. A teacher may get answer, “Weekend was good! I got lots of sleep. ” while your best friend gets, “After the cops left, I was finally able to sleep.” The ability to tailor a topic in public speaking to a specific audience is key, too. Giving an informative presentation on sex would be different if the audience was a group of elementary kids, a group of teens, or a group of senior citizens. Imagine the choices to be made to tailor the topic effectively. So, let’s hear from you. Write one of the similarities between public speaking and everyday conversation that stands out to you and make a connection to your experience.

20. Instructions: Introduction Speech Draft

The draft is intended to reflect your best effort and understanding of the assignment. When you submit your draft is meant to be your final version. This is what you plan to present unless I guide you otherwise. My feedback on your draft is the grade to expect on the evaluation of how effectively you have written the speech for presentation if you were not to change a thing about the draft. For example, If you receive an “A” on the draft and deliver it based on the draft, you will receive an “A” on the writing of the speech when you present it to the class. If you receive a “C” on the draft and do not revise it, anticipate receiving a “C” on writing when you present it. However, if you receive a “C” or “D” on the draft and choose to make revisions based on my feedback, it is possible that you will receive an “A” or “B” on the writing of the speech when you present it.

Turning in a quality draft is key to knowing if the writing of your speech meets the requirements of the assignment. It also should give you confidence that you are practicing a successful speech to present. You always have permission to tweak/revise your draft to make it better! Minor tweaking does not require additional drafts. However, if you completely change direction.. the graded draft focused on your love of frogs and the speech given in class is about why you dream of becoming a nurse... a draft of the nurse focus is required before presenting the speech for evaluation.

Use correct identification information for the assignment. Place on the left side of paper.

Your Name

COM101- 0_C (Insert your section number)

Thomas

Introduction Speech Draft

Type the following headings as place markers in your draft:

Opening, Body, and Conclusion

Type draft in complete sentences. May include stage directions if you plan to use technology/visual aids. For example: (Show picture) or (cue music.) Use stage directions if you wish to include non-verbal reminders. For example: (Pause), (smile), or (breathe.)

Length: 1-2 pages that are typed, double-spaced 12 point font size, regular margins. **This equates to a 3-4 minute speech when delivered with a conversational delivery style.**

Total Points: 10. Point Distribution:

Attention-Getter Strategy- 2 points

Includes name in draft- 2 points

Focus is clear- 2 points

Developed details link to focus- 2 points

Strong closing line- 2 points

HYPERLINK "https://clinton.delhi.edu/course/modedit.php?update=839&return=0&sr=0" \t "_blank"
"Instructions for Introduction Speech" by Lee Ann, HYPERLINK
"https://clinton.delhi.edu/course/view.php?id=173" \t "_blank"
COM101, HYPERLINK "http://clinton.edu/" \t "_blank" Clinton
Community College is licensed under HYPERLINK
"http://creativecommons.org/licenses/by/4.0" \t "_blank" CC BY
4.0

Grading summary

Participants	18
Drafts	0
Submitted	0
Needs grading	0
Due date	Sunday, 10 September 2017, 11:55 PM
Time remaining	47 days 5 hours

2I. DISCUSS: Differences Between Public Speaking and Everyday Conversation Delivery Choices

It would be awesome to receive three college credits for shooting the breeze with groups of family members and friends! However, college credit for Public Speaking requires something different. Using notes from your reading, make a connection to what is different between public speaking and everyday conversation around the kitchen table. I'll start. Choices of delivery style are different. It would be unusual to prepare a manuscript to share a topic at the breakfast table. I drink a great deal of coffee early in the morning but nothing would prepare me for a child to stand up, push aside the cereal bowl, and take out a "word for word" manuscript of why we need a puppy. Everyday conversations are typically impromptu.

Now, provide your own example of a difference between public speaking and everyday conversation with family and friends. Use ideas /vocabulary from READ folder notes and textbook, post early in the discussion and reply to two classmates to receive a "5" point rating.

22. DISCUSS: I-Spy Delivery Styles

Examples of speakers choosing and using the four delivery styles surround us! This forum challenges you to pay attention to speakers you observe this week who are presenting information to at least an audience of five people. Look for clues indicating which delivery style is being used by the speaker. Once you have an example, your initial post will describe the speaker and clues you “spied” to help you determine which style was being used. Initial post will also critique if the style seemed like the appropriate choice for the situation and whether it was effective.

23. DISCUSS: Managing Nerves

People surveyed year after year indicate that one of their greatest fears in life is public speaking. I have a feeling our WRITERS in the class can really relate to this feeling. But, fear of “failing” or being embarrassed in front of an audience doesn’t just impact speakers. I’m guessing we have athletes, musicians, dancers, in the course who have experienced nerves before a key game or show. Using notes from reading, share tips for what helps people manage normal feelings of nerves effectively. You are also invited to call out “lame” tips. For example, I hear all the time that nervous speakers could focus on a sweet/safe spot in the back of the room when speaking so they do not have to look at audience members and feel nervous. This is lame and not effective because it is weird. Can you imagine if I taught a class staring at a back wall for 50 minutes and was too scared to acknowledge the existence of my students sitting in front of me. Not a good tip!

A more effective tip would be to “scan” the audience to make generalized eye contact. Your turn! What tips were offered in reading that you find personally useful or did any of the reading tips strike you as lame?

24. Instructions: Introduction Speech Draft

The draft is intended to reflect your best effort and understanding of the assignment. When you submit your draft is meant to be your final version. This is what you plan to present unless I guide you otherwise. My feedback on your draft is the grade to expect on the evaluation of how effectively you have written the speech for presentation if you were not to change a thing about the draft.

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Turning in a quality draft is key to knowing if the writing of your speech meets the requirements of the assignment. It also should give you confidence that you are practicing a successful speech to present. You always have permission to tweak/revise your draft to make it better! Minor tweaking does not require additional drafts. However, if you completely change direction.. the graded draft focused on your love of frogs and the speech given in class is about why you dream of becoming a nurse... a draft of the nurse focus is required before presenting the speech for evaluation.

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Your Name

COM101- 0_C (Insert your section number)

Thomas

Introduction Speech Draft

Type the following headings as place markers in your draft:

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Type draft in complete sentences. May include stage directions if you plan to use technology/visual aids. For example: (Place picture on docu-cam) or (cue music.) Use stage directions if you wish to include non-verbal reminders. For example: (Pause), (smile), or (breathe.)

Length: Typed, double-spaced. Regular font size/margins.. **1 to 2 pages**. If you are asked to print a draft, select option to print on both sides.

Total Points: 10. Point Distribution:

Attention-Getter Strategy- 2 points

Includes name in draft- 2 points

Focus is clear- 2 points

Developed details link to focus- 2 points

Strong closing line- 2 points

25. Overview and Intro Speech Presentations

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Clinton/Tips+for+Using+Speaking+Cards+OER.ppt](https://s3-us-west-2.amazonaws.com/acheivingthedream/Clinton/Tips+for+Using+Speaking+Cards+OER.ppt)

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26. Introductions and Conclusions

LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- List and describe the four functions of an introduction
- List and describe the common types of attention getters
- Describe and implement strategies for preparing introductions
- List and describe the four functions of a conclusion
- List and describe common types of conclusions
- Describe and implement strategies for preparing conclusions
- Apply chapter concepts in review questions and activities

Chapter Outline

- **Introduction**
- **Functions of Introductions**
 - Gain Attention and Interest
 - Gain Goodwill
 - Clearly State the Purpose
 - Preview and Structure the Speech
- **Attention-Getting Strategies**

- Tell a Story
- Refer to the Occasion
- Refer to Recent or Historical Events
- Refer to Previous Speeches
- Refer to Personal Interest
- Use a Startling Statistic
- Use an Analogy
- Use a Quotation
- Ask a Question
- Use Humor
- **Preparing the Introduction**
 - Construct the Introduction Last
 - Make it Relevant
 - Make it Succinct
 - Write it Out Word for Word
- **Functions of Conclusions**
 - Prepare the Audience for the end of the speech
 - Present Any Final Appeals
 - Summarize and Close
 - End with a Clincher
 - Appeals and Challenges
- **Composing the Conclusion**
 - Prepare the Conclusion
 - Do Not Include any New Information
 - Follow the Structure
- **Conclusion**
- **Review Questions and Activities**
- **Glossary**
- **References**

Introduction

First impressions count. Carlin Flora, writing in *Psychology Today*, recounts an experiment in which people with no special training were shown 20- to 32-second video clips of job applicants in the initial stages of a job interview. After watching the short clips, the viewers were asked to rate the applicants on characteristics including self-assurance and likability—important considerations in a job interview. These ratings were then compared with the findings from the trained interviewers who spent 20 minutes or more with the job applicants. The result: The 20- to 32-second ratings were basically the same as the ratings from the trained interviewers.¹



"Imagine Cup 2012" by ImagineCup. CC-BY.

When we stand in front of an audience, we have very little time to set the stage for a successful speech. As seen from the example above, audience members begin evaluating us immediately. What we sometimes forget since we are so focused on the words we have to say is that we are being evaluated even before we open our mouths.

1. ²

2. [1]

He has the deed half done who has made a beginning. –
Horace

1. Flora, C. (May-June 2004). The onceover you can trust: First impressions. *Psychology Today*, 37(3), 60–64. [↵](#)



27. Speaking with Confidence

LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- Understand the nature of communicative apprehension (CA), and be in a better position to deal with your particular “brand” of CA.
- Analyze objectively the formation of your habitual frame of reference.
- Apply cognitive restructuring (CR) techniques to create a more positive frame of reference.
- Understand the importance of customized practice to become conversant in your topic.
- Create a personal preparation routine to minimize your apprehension.

Chapter Outline

- **Introduction**
- **Classifying Communication Apprehension (CA)**
 - Trait-anxiety
 - State-anxiety
 - Scrutiny Fear
- **Frames of Reference**
 - Habitual Frame of Reference
 - Personal Frame of Reference

- **Cognitive Restructuring (CR)**
 - Sources of Apprehension
 - Impact of Apprehension
 - Learning Confidence
- **Techniques for Building Confidence**
 - Prepare Well
 - Visualize Success
 - Avoid Gimmicks
 - Breathe and Release
 - Minimize What You Memorize
 - Practice Out Loud
 - Customize Your Practice
- **Conclusion**
- **Chapter Activities and Exercises**
- **Glossary**
- **References**

Introduction

“I have to do what?”

You receive your syllabus on the first day of history class, and you see that a significant percentage of your overall grade for the semester depends upon one, ten-minute oral presentation in front of the class. The presentation is to be based on an original research project and is due in eight weeks.

You are excited to get an email after a very positive job interview. They ask you to come to a second interview prepared to answer a



number of questions from a panel made up of senior management. The questions are contained in an attachment. “Please be ready to stand in the front of the room to answer,” the email reads; ending with “See you next week!”

The plans are finalized: You will have dinner to meet your new fiancé’s family on Saturday night—just days away. But, then you are told that your fiancé’s father, a former Marine and retired police officer, will want to talk about politics and current events—and that he will likely judge what sort of person you are based on how well you can defend your ideas.

I get nervous when I don’t get nervous. If I’m nervous, I know
I’m going to have a good show. – Beyonce Knowles

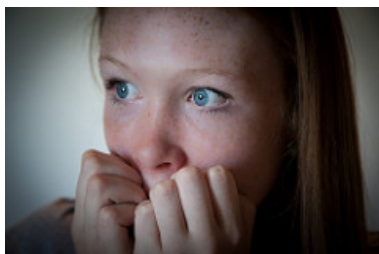
In this chapter, you will learn about dealing with one of the most common fears in our society: the **fear of public speaking**, which is referred to as **communication apprehension** (CA). If you are one of those folks—take comfort in the fact that you are not alone! Research indicates that 20% or more of the U.S. population has a high degree of communicative apprehension¹. CA is an isolating phenomenon; something that makes one feel alone in the struggle. This is true even as programs designed to help people overcome it—like this program and this chapter, for instance—are spreading nationwide. CA is a real phenomenon that represents a well-documented obstacle not only to academic, but also to professional success. CA can impact many diverse areas; from one’s level of self-esteem (Adler, 1980) and how you are perceived by others (Dwyer & Cruz, 1998), to success in school, achieving high grade-point averages, and even landing job interview opportunities (Daly & Leth, 1976). People with higher levels of CA have demonstrated that they will avoid communicative interaction in personal and professional

1.²

2. [1]

relationships, social situations, and importantly, classrooms. Such avoidance can result in miscommunication and misunderstanding, which only becomes compounded by further avoidance. CA left unaddressed can even lead to a negative disposition toward public interaction, which leads to a lesser degree of engagement, thus perpetuating the fear and further compounding the situation (Menzel & Carrell, 1994). The anxiety creates a vicious cycle and becomes a self-fulfilling prophecy. But it is a cycle that need not continue.

By reading this chapter, you will learn about CA; not necessarily how it develops, as that can be different in every individual, but rather about how people can deal with it effectively. You will learn how therapies employed by



psychologists to help people deal with phobias can be translated into effective techniques to deal with CA. You will learn the differences between *trait-anxiety*, *state-anxiety*, and *scrutiny fear*, and how understanding the differences between them can help a person deal with their “personal brand” of CA. You will learn about how people develop habitual frames of reference that come to define the way they approach an anticipated experience—and how anyone can employ cognitive restructuring to help change habits that are counterproductive to delivering effective presentations. Habits can be very difficult to break, but the first step is becoming aware and wanting to succeed. Going into any activity with a positive attitude is one of the basic ways of maximizing performance. CA is not something that can easily be eliminated—turned “off” as if controlled by an internal toggle switch. But it doesn’t have to remain an obstacle to success either.

Effective public speaking is not simply about learning what to say, but about developing the confidence to say it. For many, it all comes down to overcoming those nerves and convincing yourself that you

can actually get up there and speak! Each individual deals with CA most effectively through increased self-awareness and a willingness to work on reducing its impact. To conquer the nervousness associated with public speaking, one must identify the factors that lead to this anxiety, and then take specific steps to overcome this apprehension.

As soon as the fear approaches near, attack and destroy it.
– Chanakya

-
1. (McCroskey, 1976) [↗](#)

28. DISCUSS: Brainstorming a Focus Area to Anchor Organization

Every successful Introduction speech will have a clear, focus or anchor that the information shared about yourself will link to in the speech. This focus will infuse your introduction/opening and conclusion/ending as well as keep the body of your speech organized to avoid a speech that seems like a random list of “fun facts” about you. Remember: the introduction speech is not an impromptu speech where you are asked suddenly to say a few words about yourself. For this class, the speech begins with an organized, manuscript draft that receives feedback for revision and then is delivered extemporaneously or as a well-practiced manuscript speech with ample eye contact. The key to success is to identify a focus area that enables you to share several aspects of yourself that link to together in an organized/purposeful way. In this forum, let’s practice using a pair of shoes to be a focus area. Important: if you are struggling to select a focus area for your own speech, post a plea for help in “Talk with the Professor.” Ready to practice linking information about yourself to a focus area? I’ll start. “I have a pair of TEVA walking/shoes that I love because they are quick to put on and to take off due to velcro straps. I have a busy life with lots of quick transitions and I love how these shoes enable me to get in and out the door quickly leaving home or arriving after a long day. I would be in big trouble if they were not water proof. I often wear them kayaking, going to the beach, or just watering flowers at home and have no concern that they get dripping wet. They fit my personality of “no fuss”. My TEVAs are a neutral color and go with any outfit in the summer. Like me, they can be casual or a bit more dressy. If you look at my TEVAs closely, you will see

that one main strap is hanging on by a very strong thread. You may think that this reflects my active lifestyle, I wish that was true. Sadly, my TEVAs were chew toys for my very naughty German Shephard when he was a puppy. Overall, my TEVAs represent my quick-paced, hanging by a thread life where one shoe can fit all scenarios.” Ok, now it is your turn. Remember we are practicing how easy it is to share a great deal of information about ourselves if we have an anchor to organize the information. In this case, you are selecting one pair of shoes in your past or current life and telling us whatever you wish us to know about them in order to learn more about you. As you brainstorm a focus area for your own introduction speech, think of how this practice exercise could quickly become a draft if you had an engaging opening/closing related to shoes and featured three pairs and how they reflect/represent you. As Spike Lee, the accomplished movie director states in Nike commercials, ” It ‘s the shoes!” Time to tell us about a pair you used to own or currently own and what the pair reveals about you.

29. PEER REVIEW DISCUSSION: INTRODUCTION

Upload link to your INTRODUCTION SPEECH from your YouTube account to this discussion forum. You will be able to view recordings of all of your classmates and practice replying using netiquette and course vocabulary for critiquing speeches.

PART IV

MODULE 2: INFORMATIVE SPEECH

30. Informative Speaking

LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- Explain why informative speeches are important
- Recognize the functions of informative speeches
- Identify the main responsibilities of the informative speaker
- List and describe the four types of informative speeches
- Discuss techniques to make informative speeches interesting, coherent, and memorable
- Apply chapter concepts in review questions and activities

Chapter Outline

- **Introduction**
- **Functions of Informative Speeches**
 - Provide Knowledge
 - Shape Perceptions
 - Articulate Alternatives
 - Allow us to Survive and Evolve
- **Role of Speaker**
 - Informative Speakers are Objective
 - Informative Speakers are Credible

- Informative Speakers Make the Topic Relevant
- Informative Speakers are Knowledgeable
- **Types of Informative Speeches**
 - Definitional Speeches
 - Descriptive Speeches
 - Explanatory Speeches
 - Demonstration Speeches
- **Developing Informative Speeches**
 - Generate and Maintain Interest
 - Create Coherence
 - Make Speech Memorable
- **Conclusion**
- **Review Questions and Activities**
- **Glossary**
- **References**

Introduction

Not only is there an art in knowing a thing, but also a certain art in teaching it. – Cicero

Every day you give others information in an informal way, whether you realize it or not. You give your grandparents driving directions to your college campus. You tell your professor about a breaking news story. You teach a friend



how to ride a motorcycle. You explain to your significant other your spiritual philosophy. You show a co-worker how to operate the cash register. You help your younger brother build his first Facebook page. Or you share your summer travel experience with your

roommate. Without a doubt, information plays a vital role in our everyday lives. In the dictionary, the term “inform” has several meanings, including to impart knowledge; to animate or inspire; to give information or enlightenment; to furnish evidence; to make aware of something; to communicate something of interest or special importance; to give directions; and to provide intelligence, news, facts or data. When you deliver an **informative speech**, your primary purpose is to give your audience information that they did not already know, or to teach them more about a topic with which they are already familiar.

Your ability to give informative speeches is one of the most important skills you will ever master, and it will be used both during the course of your career, and in your personal life. A pharmaceutical sales representative who can't describe the products' chemical composition, uses and side effects, will have trouble making a sale. A high school math teacher who can't explain algebra in simple terms will have students who will not learn. A manager who can't teach workers how to assemble microchips will have a department with low productivity and quality. And a little league coach who is unable to instruct players on batting and catching techniques will have a disadvantaged team. It is easy to imagine how difficult it would be to go about the business of our daily lives without the ability to give and receive information. Speeches to inform are the most common types of speeches (Gladis, 1999), so speech writers should give priority to learning how to construct them.

A speaker hasn't taught until the audience has learned.

3I. Audience Analysis

LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- List techniques for analyzing a specific target audience.
- Explain audience analysis by direct observation.
- Describe audience analysis by inference.
- Identify the purpose of a basic questionnaire.
- Recognize and apply data sampling.
- Determine when to use a Likert-type test.
- Define the five categories of audience analysis.
- Summarize the purpose of the situational analysis.
- Explain audience analysis by demography.
- Recognize the difference between beliefs, attitudes and values.
- Identify reasons for sampling a multicultural audience.
- Apply the chapter concepts in final questions and activities.

Chapter Outline

- **Introduction**
- **Approaches to Audience Analysis**
 - Direct Observation

- Inference
- Sampling
- **Models of Communication**
 - Linear
 - Transactional
- **Categories of Audience Analysis**
 - Situational Analysis
 - Demographic Analysis
 - Psychological Analysis
 - Multicultural Analysis
 - Interest and Knowledge Analysis
- **Conclusion**
- **Review Questions and Activities**
- **Glossary**
- **References**

Introduction

Robert E. Mullins, a well-known local bank officer, was preparing a speech for the Rotary Club in Dallas, Texas on the topic of “finding the right loan” for a rather diverse audience. He knew his topic extremely well, had put a lot of hard work into his research, and had his visual aids completely in order. One of the things he had



[“RZA Audience Shankbone 2009 Tao of Wu”](#) by David Shankbone. [CC-BY](#).

not fully considered, however, was the audience to which he would be speaking. On the day of the presentation, Mr. Mullins delivered a flawless speech on “secured” car and home loans, but the speech was

not received particularly well. You see, on this particular week, a major segment of the audience consisted of the “Junior Rotarians” who wanted to hear about “personal savings accounts” and “college savings plans.” It was a critical error. Had Mr. Mullins considered the full nature and demographic makeup of his audience prior to the event, he might not have been received so poorly.

In contemporary public speaking, the audience that you are addressing is the entire reason you are giving the speech; accordingly, the audience is therefore the most important component of all speechmaking. It cannot be said often or more forcefully enough: know your audience! Knowing your audience—their beliefs, attitudes, age, education level, job functions, language, and culture—is the single most important aspect of developing your speech strategy and execution plan. Your audience isn’t just a passive group of people who come together by happenstance to listen to you. Your audience is assembled for a very real and significant reason: they want to hear what you have to say. So, be prepared.

Spectacular achievement is always preceded by unspectacular preparation. – Robert H. Schuller

We analyze our audience because we want to discover information that will help create a bond between the speaker and the audience. We call this bond “identification.” Aristotle loosely called it “finding a common ground.” This isn’t a one-way process between the speaker and the audience; rather, it is a two-way transactional process. When you ask an audience to listen to your ideas, you are inviting them to come partway into your personal and professional experience as an expert speaker. And, in return, it is your responsibility and obligation to go partway into their experience as an audience. The more you know and understand about your audience and their psychological needs, the better you can prepare

your speech and your enhanced confidence will reduce your own speaker anxiety.¹

This chapter is dedicated to understanding how a speaker connects with an audience through **audience analysis** by direct observation, analysis by inference, and data collection.³ In addition, this chapter explores the five categories of audience analysis: (1) the situational analysis, (2) the demographic analysis, (3) the psychological analysis, (4) the multicultural analysis, and (5) the topic interest and prior knowledge analysis.

1. Dwyer, K.K. (2005) *Conquer your speech anxiety*: Second Edition. Belmont, CA: Wadsworth. [↵](#)
2. Clevenger, T. (1966). *Audience analysis*. Indianapolis: Bobbs-Merrill. [↵](#)

1.²
2. [1]
3.⁴
4. [2]

32. Audience and Situational Analysis

<https://s3-us-west-2.amazonaws.com/acheivingthedream/Clinton/Audience+and+Situational+Analysis+OER2.ppt>

33. DISCUSS: Types of Informative Speeches

Share a topic you recently learned about either by reading, viewing or listening to a speaker. Post what the topic being taught or demonstrated was and identify which Informative Speech Type it was and what pattern of organization was used in teaching about the topic. I'll go first: In August, I was watching the Olympic coverage of the USA Gymnastics team and viewed a segment on Simone's life story. This was an Object/Person speech because it focused on an individual's life story. It was organized chronologically because it started in her early years of being raised by her grandparents, her beginning interest/training in gymnastics and finally, her accomplishments in recent years preparing for Olympics.

34. DISCUSS: Audience and Situational Analysis

Provide an example of a speaker you recently viewed whose bottom-line goal was to inform a target audience about a topic. Describe choices made by the speaker in writing and/or delivery that you consider clues/evidence of tailoring to this specific target audience. What situational factors do you think influenced the speaker's presentation? Remember to use vocabulary from reading to support your initial post.

35. INFORMATIVE TOPIC WRITING

Time to think about what topic you would enjoy teaching the class about for your informative speech. Now that you have read and discussed the four types of informative speeches, you are ready to move from brainstorming to narrowing your list of possibilities by completing an Informative Topic Planning Form. This form enables you to anticipate the key elements of success for this speech and will let you know early on before you invest too much energy and effort into a topic only to find in a week or so that there is not enough information available or it is a great topic but you have the wrong target audience. I recommend that you copy and paste the template on a fresh document page and save. Then you can try out a few topics and submit for evaluation only the one you wish evaluated for points. It is important to explore topics early.. while you can change your mind next week as we move on to writing drafts on the topic you submitted for planning, it puts you at a disadvantage for time and reduces the opportunity to receive feedback on your topic planning before additional points come into play for the draft. If you are struggling for topic ideas, use “Talk with the Professor” in Module 2.

Informative Speech Topic Proposal.doc [Informative Speech Topic Proposal.doc](#)

Grading summary

Participants	18
Submitted	0
Needs grading	0
Due date	Sunday, 1 October 2017, 11:55 PM
Time remaining	68 days 5 hours

36. Required and Extra Credit Listening Critiques

As you learned in [Course Information Documents](#) about requirements for this course, there are TWO required listening critiques in COM101. This means that I have selected two speeches for everyone in class to view and to respond to using the required template to record your thoughts. Think of this as a “lab report” on a presentation. It is not an essay. A successful critique will include heading information and five areas of evaluation indicated and separated by roman numerals. It will visually look exactly like the [blank template](#) provided to you. I encourage you to copy and to paste the blank template into a new document and save it on your computer. Then, you can easily copy and paste the template to a fresh page each time you work on a required critique or an extra-credit credit critique, if you chose to do one. Save time creating the framework and spend time providing details of what makes the speech being analyzed effective or ineffective in reaching the goal of the speech and/or eliciting the desired audience reaction. Required listening critiques are not optional. At least one must be submitted for evaluation in order to pass the course because it is a Queue Item.

I find it easier to have a hard copy of the [blank template](#) with me when I am viewing a presentation to critique. This enables me to record my thoughts in an organized way as they occur to me. It also gives me a rough draft to revise and to edit for my final draft to upload for a grade. When you are asked to do a required listening critique, I will provide the fill-in information for the heading information. If you choose to do an extra-credit critique, you fill in the heading information as part of your critique.

The first video to view and to critique is an informative speech written and delivered by one of my former students at Clinton

Community College, David Curry. I wish you to see an example of the “end game.” This is also good practice reviewing what we have learned so far in the course about tailoring a topic for an audience, speaker delivery choices, basic organization of effective openings/closings.

The recording was made when he gave his speech as a guest speaker in one of my classes the semester following when he was enrolled in the course. The recording is with his permission and he knows we plan to talk about its strengths and what would make it more effective. The recorder for David attempts to zoom in on the [visual aids](#), but as we practice in this class, the speaker is the lead story. [Visual aids](#) are present and visible but should not be the focus. If a slide presentation or video is used, it can be provided as an attachment with the recording of the speaker. Other than the differences in recording rules, David had the exact same Informative Speech Assignment Requirements you have to work with in preparing and presenting your informative speech. Ready?

Have your hard copy, [blank template](#) printed with the following heading information inserted:

Template organization is **bold**. Insert information and your critique is not bold.

Your name

COM101-1DL

Required Listening Critique

Speaker: David Curry

Target Audience: College Students

Date of Speech: Viewed in Module 3: Informative Speech

Location: College Classroom

Occasion: Informative Speech Presentations by Students

Subject/Topic: To be revealed (insert once you view the speech)

Main public speaking goal: To inform

Get situated to view and to take notes for your critique. Allow yourself a full, 30 minutes of uninterrupted time to fully view and to respond to the recording. **You will find link to the video in DO folder. Our discussion this week will focus on David Curry's**

presentation. You are invited and expected to cite responses and feedback from classmates about the speech in area " IV. Audience Reaction" in the template of your critique. This means you will earn points from your discussion posts in DISCUSS and earn points for referring/citing information from DISCUSS thread in your critique.

37. Listening Critique

Instructions

Type your name

COM101- _____

Listening Critique

Speaker:

Target Audience:

Date of Speech:

Location:

Occasion:

Subject/Topic:

Main public speaking goal:

Outline the speech content. (*This is the only part of your report which should NOT be in paragraph format. You may bullet list your notes under each heading:*Introduction,

Main Points

Conclusion

Analyze the supporting materials or evidence. Include whether the speaker used examples, illustrations, stories, definitions, quotations, facts, statistics, or slogans, *and how they were used in the speech.* (You do not have to retell the whole story or get all of the numbers down accurately, but rather, tell me what kinds of sub-points they used *in brief*—e.g. “the speaker told a story about a special day in her childhood when she went fishing with her grandfather” or “the speaker gave current statistics about how gang violence is on the increase in our city.”)

Analyze BOTH the speaker’s delivery and use of visual aids. Comment on poise, posture, use of gesture, bodily movement, loudness, rate, pitch, quality, and variety of the voice, eye contact, pronunciation and articulation, personal appearance and

authoritativeness. Include your evaluation of effectiveness of the speaker's use of visual aids and technology.

Describe the audience reaction. . Explain how the writing and the delivery of the speech were effectively TAILORED for this target audience by describing the audience reaction. Tell me if they approved or disapproved, believed or disbelieved, accepted or rejected, enjoyed or were bored by the presentation (*How you could tell?*)

Make your recommendations. Give your detailed suggestions, a minimum of two, on how the speech could be improved. In the rare situation that you perceive the speech as flawless, give two points of high praise in support of how the speech in delivery and/or writing was outstanding. This should be in paragraph format not in list/numbered format.

HYPERLINK "https://clinton.delhi.edu/course/modedit.php?update=839&return=0&sr=0" \t "_blank" "Listening Critique Instructions" by Lee Ann, HYPERLINK "https://clinton.delhi.edu/course/view.php?id=173" \t "_blank" COM101, HYPERLINK "http://clinton.edu/" \t "_blank" Clinton Community College is licensed under HYPERLINK "http://creativecommons.org/licenses/by/4.0" \t "_blank" CC BY 4.0

38. Blank Template

Type your name

COM101- _ _ _ _ _

Listening Critique

Speaker:

Target Audience:

Date of Speech:

Location:

Occasion:

Subject/Topic:

Main public speaking goal:

Outline the speech content.

Introduction,

Main Points

Conclusion

Analyze the supporting materials or evidence.

Analyze BOTH the speaker's delivery and use of visual aids.

Delivery

Technology/Visual Aids

Describe the audience reaction.

Make your recommendations.

HYPERLINK "https://clinton.delhi.edu/course/modedit.php?update=839&return=0&sr=0" \t "_blank" "Blank Template" by Lee Ann, HYPERLINK "https://clinton.delhi.edu/course/view.php?id=173" \t "_blank" COM101, HYPERLINK "http://clinton.edu/" \t "_blank" Clinton Community College is licensed under HYPERLINK "http://creativecommons.org/licenses/by/4.0" \t "_blank" CC BY 4.0

39. DISCUSS: View Recording for Required Listening Critique: What makes David's Informative Speech Effective or Ineffective?

Please view the video before posting your initial reaction to the effectiveness or suggestions for improving the presentation. David had basic requirements that each of you will have as you write and practice and present your own informative speech. Re-cap of essential requirements: Engage target audience about topic, clearly state main points to be covered, use minimum of two sources for credibility, use minimum of one visual aid, and limit time to no more than 10 minutes. Ultimately, his bottom line goal is to teach, demonstrate, explain his topic for his audience in a way that is enlightening and memorable. You are welcome to print out the Informative Speech: Grading Evaluation Form from READING to also consult as you view his speech. Looking forward to your comments!

40. LISTENING CRITIQUE

#1: REQUIRED

After viewing and discussing with your classmates your reaction to David Curry's informative speech in the DISCUSS forum, prepare your first, required listening critique following all template requirements. Upload it for evaluation.

Grading summary

Participants	18
Submitted	0
Needs grading	0
Due date	Sunday, 8 October 2017, 11:55 PM
Time remaining	75 days 4 hours

4I. Organizing and Outlining

LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- Select a topic appropriate to the audience and occasion.
- Formulate a specific purpose statement that identifies precisely what you will do in your speech.
- Craft a thesis statement that clearly and succinctly summarizes the argument you will make in your speech.
- Identify and arrange the main points of your speech according to one of many organizational styles discussed in this chapter.
- Connect the points of your speech to one another.
- Create a preparation and speaking outline for your speech.

Chapter Outline

- **Introduction**
- **The Topic, Purpose, and Thesis**
 - Selecting a Topic
 - Formulating a Purpose Statement
 - Writing a Thesis Statement
- **Writing the Body of Your Speech**

- Selecting Main Points
 - Selecting Sub-points
- **Organizational Styles**
 - Chronological
 - Topical
 - Spatial
 - Comparative
 - Problem-Solution
 - Causal
- **Connecting Your Main Points**
 - Transitional Statements
 - Internal Previews
 - Summaries
- **Outlining Your Speech**
 - Outline Types
 - Outline Structure
 - Preparation Outline
 - Speaking Outline
 - Using the Outline
- **Conclusion**
- **Module Activities**
- **Glossary**
- **References**
- **Appendix A**
- **Appendix B**

Meg jaunted to the front of the classroom—her trusty index cards in one hand and her water bottle in the other. It was the mid-term presentation in her entomology class, a course she enjoyed more than her other classes. The night before, Meg had spent hours scouring the web for information on the Woody Adelgid, an insect that has ravaged hemlock tree populations in the United States in recent years. But when she



["Rough Outline For A Course"](#) by Chris Campbell. [CC-BY-NC](#).

made it to the podium and finished her well-written and captivating introduction, her speech began to fall apart. Her index cards were a jumble of unorganized information, not linked together by any unifying theme or purpose. As she stumbled through lists of facts, Meg—along with her peers and instructor—quickly realized that her presentation had all the necessary parts to be compelling, but that those parts were not organized into a coherent and convincing speech.

Giving a speech or presentation can be a daunting task for anyone, especially inexperienced public speakers or students in introductory speech courses. Speaking to an audience can also be a rewarding experience for speakers who are willing to put in the extra effort needed to craft rhetorical masterpieces. Indeed, speeches and presentations must be crafted. Such a design requires that speakers do a great deal of preparatory work, like selecting a specific topic and deciding on a particular purpose for their speech. Once the topic and purpose have been decided on, a thesis statement can be prepared. After these things are established, speakers must select the main points of their speech, which should be organized in a way that illuminates the speaker's perspective, research agenda, or solution to a problem. In a nutshell, effective public speeches are focused on particular topics and contain one

or more main points that are relevant to both the topic and the audience. For all of these components to come together convincingly, organizing and outlining must be done prior to giving a speech.

This chapter addresses a variety of strategies needed to craft the body of public speeches. The chapter begins at the initial stages of speechwriting— selecting an important and relevant topic for your audience. The more difficult task of formulating a purpose statement is discussed next. A purpose statement drives the organization of the speech since different purposes (e.g., informational or persuasive) necessitate different types of evidence and presentation styles. Next, the chapter offers a variety of organizational strategies for the body of your speech. Not every strategy will be appropriate for every speech, so the strengths and weaknesses of the organizational styles are also addressed. The chapter then discusses ways to connect your main points and to draw links between your main points and the purpose you have chosen. In the final section of this chapter, one of the most important steps in speechwriting, outlining your speech, is discussed. The chapter provides the correct format for outlines as well as information on how to write a preparation outline and a speaking outline.

Chaos is inherent in all compounded things. Strive on with diligence. – Buddha

42. Supporting Your Ideas

By Sarah Stone Watt, Ph.D.
Pepperdine University, Malibu, CA

LEARNING OBJECTIVES

- Combine multiple forms of evidence to support your ideas.
- Differentiate between the three types of testimony, and know when to use each one.
- Navigate the library holdings and distinguish between the types of information found in each section.
- Evaluate source credibility and appropriateness for your speech.
- Explain plagiarism and implement strategies to avoid it.
- Apply chapter concepts in review questions and activities.

Chapter Outline

- **Introduction**
- **Personal and Professional Knowledge**
 - Personal Testimony
 - Interviews
- **Library Resources**
 - Books
 - Periodicals
 - Full Text Databases

- **Internet Resources**
 - Search Engines
 - Defining Search Terms
 - Websites
 - Government Documents
- **Evaluating Information**
- **Citing Sources and Avoiding Plagiarism**
 - Style Sheets
 - Plagiarism
- **Conclusion**
- **Module Activities**
- **Glossary**
- **References**

Introduction

I take what I see work. I'm a strict believer in the scientific principle of believing nothing, only taking the best evidence available at the present time, interpreting it as best you can, and leaving your mind open to the fact that new evidence will appear tomorrow. – Adam Osborne

In 2010 celebrity chef Jamie Oliver won the Technology Entertainment Design (TED) Prize for his “One Wish to Change the World.” In addition to a monetary award, he was given 18 minutes at the prestigious TED Conference in Long Beach, CA to discuss his wish: “Teach every child about food.”¹ This chef from Essex, England, had only a short window of time to convince an American audience to change



[“Jamie Oliver”](#) by Karl Grober. [CC-BY](#).

their most basic eating habits. To get them to listen he had to catch their attention and demonstrate his credibility. He managed to do both using compelling research. He began by saying, “Sadly, in the next 18 minutes . . . four Americans that are alive will be dead from the food that they eat.”³ He magnified the problem with a chart showing that many more Americans die from diet related diseases each year than die from other diseases, or even from accidents and murder. Along with the statistics, he offered testimony from people living in the “most unhealthy state in America.”⁵ By weaving together multiple forms of research over the course of his brief talk, Oliver crafted a compelling case for a massive shift in the way that Americans teach their children about food.

1. ²

2. [1]

3. ⁴

4. [2]

5. ⁶

6. [3]

Like Oliver, in order to give an effective speech, you will need to offer support for the ideas you present. Finding support necessitates research. Librarians have found that professors and students tend to have very different ideas regarding what it means to conduct research.⁷ Professors, who regularly conduct scholarly research as part of their occupation, tend to envision a process filled with late nights in the stacks of a library.⁹ Students, who regularly conduct research on where to eat or what to do as part of their weekend activities, tend to envision a less formal process that involves consulting the most popular web search results. The reality is that in order to properly support your ideas and craft a compelling speech, you will need a little of each approach, possibly combined with investigative tools with which you may be less-familiar. The wide variety of resources available for conducting research can be overwhelming. However, if you have a clear topic, recognize the purpose of your speech, and understand the audience you will be speaking to, you can limit the number of sources you will need to consult by focusing on the most relevant information.

Once you know the topic of the speech, you can create the specific purpose statement. This is a one sentence summary of the goal of your speech, that may begin with the phrase, “At the end of my speech, the audience will be able to...” This statement guides your research as you piece together the



[“Girder Gridwork”](#) by [skycaptaintwo](#). [CC-BY](#).

7. ⁸

8. [4]

9. ¹⁰

10. [5]

supporting evidence to fill out the remainder of your speech. As you work through the types of support in this chapter, continually ask yourself, “Does this evidence support the goal of my speech?” If the source offers information that contradicts your specific purpose statement, hold on to it so that you can address the contradiction with evidence for your own idea. If it does appear to support your specific purpose statement, the next question you will ask is “Is this evidence appropriate for my audience?” Different types of appeals and evidence are better for different audiences. The best speeches will combine multiple forms of evidence to make the most convincing case possible. This chapter will help you research your speech by combining personal and professional knowledge, library resources, and Internet searches. It will help you to evaluate the sources you find and cite them to avoid plagiarism.

1. Oliver, J. (2010, February). Jamie Oliver’s TED Prize wish: Teach every child about food. *TED Ideas Worth Spreading*. Speech retrieved from: http://www.ted.com/talks/jamie_oliver ↵
2. Oliver 2010 ↵
3. Oliver 2010 ↵
4. Sjoberg, L.M. & Ahlfeldt, S.L. (2010). Bridging the gap: Integrating information literacy into communication courses. *Communication Teacher*, 24(3), pp. 131–135. ↵
5. Leckie, G.J. (1996). Desperately seeking citations: Uncovering faculty assumptions about the undergraduate research process. *The Journal of Academic Librarianship*, 22(3), p. 201–208. ↵

43. Visual Aids

By Sheila Kasperek, MLIS, MSIT
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LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- Identify when and how visual aids will enhance a presentation
- Identify the different types of visual aids
- Identify effective and ineffective use of visual aids
- Apply basic design principles to slide design
- Identify best practices to incorporating visual aids in a presentation

Chapter Outline

- **Introduction**
- **Effective Visual Aids**
- **Types of Visual Aids**
 - Personal Appearance
 - Objects and Props
 - Demonstration
 - Posters and Flip Charts
 - Audio and Video
 - Handouts

- Slideware
- **Design Principles**
 - Slide Layout
 - Backgrounds and Effects
 - Colors
 - Fonts
 - Text
 - Images
 - Graphs and Charts
- **Implementation**
- **Visual Aid Tips**
- **Conclusion**
- **Review Questions and Activities**
- **Glossary**
- **References**

Introduction

“I know you can’t read this from the back there,” the presenter apologizes to a screen so full of words you would think the entire speech had been crammed into one slide. This is just the first of a seemingly endless string of slides I can’t read, charts so full of numbers I can’t decipher the meaning, and



“Grifo mágico” by emijrp. [CC-BY](#).

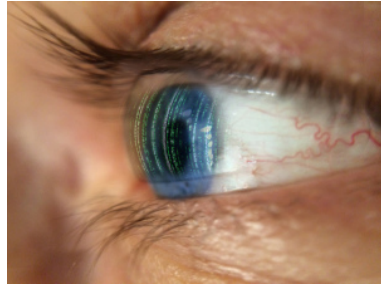
clip art so clichéd I can’t help but roll my eyes and sigh. It is not long before I’m presented with an incredibly dense graph I can’t make any sense of since he keeps interrupting my concentration with actual talking. “When is he going to come to the point already?” I think to myself as I start to doodle in the margins of the handout of the

PowerPoint slides for the very talk I'm currently sitting through. Why did he even bother with a presentation? He could have just emailed us all of the handout and saved us from this painful, dull spectacle. As he reads from his slides and belabors his statistics, my mind drifts to grocery lists and the upcoming weekend. I can think of a hundred better uses for an hour.

It seems nearly impossible to see a presentation that doesn't revolve around a lengthy PowerPoint, so much so that you might think it was a requirement for giving a speech. The phrase "death by PowerPoint" was coined in response to the ubiquitous, wordy, and intellectually deadening presentations that focus on the slides rather than the content or the presenter. With the speaker reading directly from the slides, or worse, showing slides with text so small that it can't be read, viewers are often left wondering what the need for the presentation is at all. A simple handout would convey the message and save everyone's time. PowerPoint, however, is just one of the visual aids available to you as a speaker. Your ability to incorporate the right visual aid at the right time and in the right format can have a powerful effect on your audience. Because your message is the central focus of your speech, you only want to add visual aids that enhance your message, clarify the meaning of your words, target the emotions of your audience, and/or show what words fail to clearly describe.

A visual image is a simple thing, a picture that enters the eyes. – Roy H. Williams

Learning how to create effective visuals that resonate with your audience is important for a quality presentation. Understanding basic principles of how visual information is processed alone and in combination with audio information can make or break your visuals' effectiveness and impact. Incorporating visuals



[“mwdCyborgLenses”](#) by em
den. [CC-BY-NC-SA](#).

into your speech that complement your words rather than stand in place of them or distract from them, will set you apart from other presenters, increase your credibility, and make a bigger and more memorable impact on your audience.

44. DISCUSS: I-Spy the use of Logos and Pathos

Using vocabulary from the reading, describe an ad from a magazine or a commercial you recently viewed. You may post it if you wish. Tell us what you “spy” for logos (evidence) and pathos (emotional appeals) used in the ad. What clues did you “spy” as to the demographics of the target audience for the ad?

45. Informative Draft Evaluation Form/ Requirements

INFORMATIVE DRAFT: EVALUATION FORM

SPEAKER

NAME:

THOMAS: COM 101- _____ POINTS: _____ /30

RATE THE DRAFT KEY

M-Missing- D = Developing S = Solid/Correct E = Effective/

Engaging

WRITING OPENING

Gained audience's attention and interest in topic.MDSE

Introduced/defined topic clearly.MDSE

Motivated audience to learn and/or to be more curious about
topic.MDSE

Established speaker connection to topic.MDSE

Previewed main areas in body of speech.MDSE

BODY

Main points fully supported with stories, examples, and credible
sources.MDSE

Organization well planned and easy to follow.MDSE

Sources cited orally when needed to confirm the credibility of
informationMDSE

and visuals presented. Minimum of two used in speech.

Language appropriate for informative goal and audience.MDSE

Connectives effective in supporting organization and flow of
speech.MDSE

CONCLUSION

Reinforced informative goal of speech and main areas.MDSE

Additional opportunities or resources provided to learn/
experience more about topic.MDSE

Vivid ending brings speech to a successful completion.MDSE

**FORMAT: Fits length/format requirements and includes
required elements.**

Draft includes typed headings. Introduction, Areas (2-5), and
Conclusion

Draft is 3-5 pages typed, double-spaced in manuscript style.

Draft reflects targeting/tailoring information to our COM101
class.

Draft includes the oral citation of TWO sources (minimum).

Draft refers to at least ONE visual aid. Include what you plan to
use or show. It is not necessary to include picture, map, video, etc.
with required draft.

Comments:

46. SPEECH DRAFT: INFORMATIVE

Time to pull together what we have been reading, discussing and critiquing related to speakers who have a bottom line goal to inform an audience. It is your turn.

Using the attached checklist of organization and the guidelines for writing your draft, write your draft in manuscript style just as you did the Introduction Speech draft. Hint: it is always effective to map out your organization in an outline to make it easy to see that you have solid structure of key areas, connectives, and placement of sources and [visual aids](#). I ask for manuscript drafts in the spirit of what would load in the teleprompter when you are speaking. I've discovered as a public speaking instructor for 25 years, that I provide better feedback when I can see what you plan to say rather than vague outline notes of what is planned. For example, if a draft says, Tell story about Aunt Ruth skydiving...I do not have a sense, and you may not know for sure how long the story will take to share and if it could be edited for maximum impact. So, for our required, QUEUE speeches, I wish to see it all from the first thing you plan to say or do until the last thing you say or do before thunderous applause from your audience.

Important: While this draft requires you to refer to at least two credible sources where you received your information, it is NOT a research paper! I wish drafts to reflect proper oral citation of sources..they will not be typed with MLA citation inserted into draft. refer to Chapter 2 reading for how to orally cite sources in a speech to avoid plagerizing.

Think of David's speech and how he drew attention to sources of information used in his speech and where we wished he had used more. He did not hand out a Works Cited Page to his audience or include it as a visual aid.

[Visual aids](#) are not required as attachments to your draft for this assignment. You may refer with stage directions where you plan to use at least one to satisfy the speech requirement . For example, ” show map of Italy” or “show video of Derek Jeter’s career highlights. I will get what you plan in your draft and will look forward to actually seeing your [visual aids](#) as attachments when you upload your Informative Speech recording.

The last important reminder to writing an effective draft is to motivate and TAILOR (my favorite word) the information for our class and your audience demographic. if you wish to remember one essential point from this class it is that there is not a one stop fits all approach to speaking about a topic. David’s speech was tailored for a college audience on a topic that would have been completely different if it was given to young kids or to a group of Physicians. There you have it! The IMPORTANT reminders to writing a successful draft:

1. Orally cite your credible sources.
2. Refer to planned use of [Visual Aids](#).
3. Tailor speech to our class and to your audience demographic of college-age students with a large range of majors and interests.

[INFORMATIVE DRAFT2.doc](#)

Grading summary

Participants	18
Submitted	0
Needs grading	0
Due date	Sunday, 15 October 2017, 11:55 PM
Time remaining	81 days 12 hours

47. PEER REVIEW DISCUSSION: INFORMATIVE

Upload link to your INFORMATIVE SPEECH from your YouTube account to this discussion forum. You will be able to view recordings of all of your classmates and practice replying using netiquette and course vocabulary for critiquing speeches.

This forum allows each person to start one discussion topic.

PART V

MODULE 3: MID-TERM TEST

48. Mid-Term Test

Instructions

We have reached the half way point in our work together this semester. This week will be a great opportunity for you to “show what you know.” Exciting for me is to see what you have learned these past weeks from our reading, discussions and coursework.

So, get a game plan together for reviewing reading and lecture/discussion notes, and when you are ready this week, clear two hours of uninterrupted time to take the midterm test. Breathe! I think you will comfortably complete the test in less than two hours, but I do not wish time on the clock to distract you. This means be kind to yourself. Do not schedule important appointments immediately before or after you plan to take the test. Once you start, you may not log out and return to the test. It really is the same as taking an on campus exam except that you pick the day and window of time that is best for you. Also, create a test taking environment where you are not distracted or interrupted by other people in your life. May wish to visually have a sign displayed that “test is in progress” or “please do not disturb....testing” . Best wishes to you for a successful test! Good news is that you will not find it tricky or picky. You will find it rewarding that doing the required text and lecture reading and participating actively in discussions and coursework has been great preparation for this test.

You have the week to review, because it has been several weeks since we talked about some of the vocabulary of the course.

Your grade on the test will post once the due date hits and I complete grading all the tests. This enables me to complete a diagnostic of the test and determine that my questions were properly worded and not misleading or confusing. If a question flags because too many students are getting the answer wrong, I simply throw out the question and am known to give extra credit

points for causing undue stress. It doesn't happen often, but I as I try out new questions, it is always a possibility.

The midterm test is the last point value entered to determine your midterm progress grade reported to the college. Remember your MID-TERM GRADE reflects all the points you have earned since the start of the Icebreaker Module up to and including the Midterm Test.

Ok. You know the drill.

READ

REVIEW: All reading in Module One and Module Two.

LECTURE NOTES AND DISCUSSION FORUM NOTES

Icebreaker Module, Module 1, and Module 2

YOU HAVE TWO HOURS TO COMPLETE A TEST DESIGNED TO BE COMPLETED IN ONE HOUR. ONCE YOU OPEN, THE CLOCK BEGINS. MAKE SURE YOU GIVE YOURSELF A TWO HOUR WINDOW BEFORE THE CLOSE OF MODULE 3. IF YOU BEGIN AT 11PM..THE TEST WILL AUTOMATICALLY SUBMIT AT 11:59PM.

Then, as said in my favorite Broadway musical, Hamilton, "I'll see you on the other side."

49. DISCUSS: Bring Your Game!

There are multiple resources available to assist you in reviewing and reminding you of important concepts we have covered in Module 1-3 in this course. What is your “Game Plan”? What resource or combination of resources do you plan to use to prepare for the Mid-Term Test? Successful posts will clearly state a tool or strategy and best way to use the tool in evaluating test readiness and why you feel this particular tool stands out from other review/study options. Ready? Convince us that one tool/study resource is a ” must try” this testing season!

PART VI

MODULE 4:

COMMUNICATION MODEL
AND DEMONSTRATION/
SALES SPEECH

50. Communication Model/ Listening and Language

It should be clear by now that public speaking happens all around us in many segments of our lives. However, to truly understand what is happening within these presentations, we need to take a step back and look at some of the key components of the communication process.

Linear Model of Communication

The first theoretical model of communication was proposed in 1949 by Shannon and Weaver for Bell Laboratories.¹ This three-part model was intended to capture the radio and television transmission process. However it was later adapted to human communication and is now known as the linear model of communication. The first part of the model is the sender, and this is the person who is speaking. The second part of the model is the channel, which is the apparatus for carrying the message (i.e., the phone or TV). The third part of the model is the receiver, and this is the person who picks up the message. In this model, communication is seen as a one-way process of transmitting a message from one person to another person. This model can be found in Figure 1.1. If you think about situations when you communicate with another person face-to-face or when you give a speech, you probably realize that this model is inadequate—communication is much more complicated than firing off a message to others.

Figure 1.1
Linear Model of Communication



[“Figure 1.1”](#) by Public Speaking Project. [CC-BY-NC-ND](#).

1.²

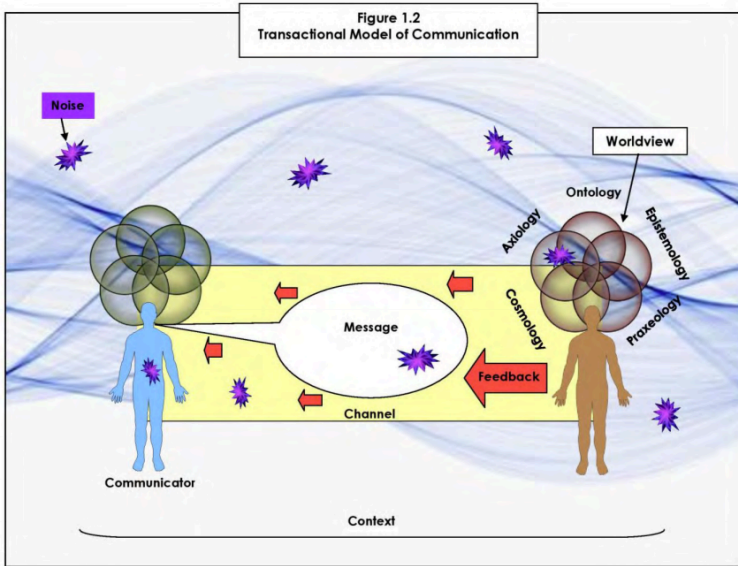
2. [1]

Transactional Model of Communication

Models of communication have evolved significantly since Shannon and Weaver first proposed their well-known conceptual model over sixty years ago. One of the most useful models for understanding public speaking is Barnlund's transactional model of communication.³ In the transactional model, communication is seen as an ongoing, circular process. We are constantly affecting and are affected by those we communicate with. The transactional model has a number of interdependent processes and components, including the encoding and decoding processes, the communicator, the message, the channel and noise. Although not directly addressed in Barnlund's (2008) original transactional model, participants' worldviews and the context also play an important role in the communication process. See Figure 1.2 for an illustration.

³.

4. [2]



[“Figure 1.2”](#) by Public Speaking Project. [CC-BY-NC-ND](#).

He who would learn to fly one day must first learn to stand and walk and run and climb and dance; one cannot fly into flying. ~ Friedrich Nietzsche

1. Shannon, C. E., & Weaver, W. (1949). *The mathematical theory of communication*. Urbana: University of Illinois Press. [↗](#)
2. Barnlund, D. C. (2008). *A transactional model of communication*. In C. D. Mortensen (Eds.), *Communication theory* (2nd Ed), pp. 47–57. New Brunswick, New Jersey: Transaction. [↗](#)

51. Using Language Well

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LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- Understand the power of language to define our world and our relationship to the world
- Choose language that positively impacts the ability to inform and persuade
- Choose language to create a clear and vivid message
- Use language that is ethical and accurate
- Use language to enhance his or her speaker credibility

Chapter Outline

- **Introduction**
 - The Power of Language
 - Communication vs. Language
 - Language Creates Social Reality
 - The Differences Language Choices Can Make
- Constructing Clear and Vivid Messages
 - Use Simple Language
 - Use Concrete and Precise Language
- Using Stylized Language
 - Metaphors and Similes

- Alliteration
- Antithesis
- Parallel Structure and Language
- Personalized Language
- The Importance of Ethical and Accurate Language
 - Language and Ethics
 - Sexist and Heterosexist Language
- Avoiding Language Pitfalls
 - Profanity
 - Exaggeration
 - Powerless Language
 - Incorrect Grammar
 - Other Language Choices to Consider
 - Cliches
 - Language that is Central to Popular Culture
- **Conclusion**
- **Review Questions and Activities**
- **Glossary**
- **References**

Your purpose is to make your audience see what you saw, hear what you heard, feel what you felt. Relevant detail, couched in concrete, colorful language, is the best way to recreate the incident as it happened and to picture it for the audience. – Dale Carnegie

The Power of Language

Imagine for a moment that you were asked to list everything that you know about the country of Italy in spite of the fact that you have never actually visited the country. What would you write? You would have to think about all that you were told about Italy throughout your life, and you would probably list first the bits of information that have been



[“Venice”](#) by MorBCN. [CC-BY-NC-SA](#).

repeated to you by various people and in a variety of contexts. So, for example, you might recall that in geography class you learned particular things about Italy. You might also recall the various movies you’ve seen that were either supposedly set in Italy or dealt with some element of what has been deemed by the film as “Italian culture.” Those movies could include *The Godfather*, *The Italian Job*, or *The DaVinci Code*. You might think about stories your Italian grandmother told you about her childhood spent in Rome or remember images you have seen in history books about World War II. In other words, throughout your life you have learned a lot of different things that you now assume to be true about this country called “Italy” and you’ve learned all of these things about Italy through language, whether it be through verbal storytelling or through your interpretation of images in a book or on a screen. Now, consider for a moment the possibility that everything you’ve heard about Italy has been incorrect. Since you have not ever actually been to the country and had first-hand experience with its geography and culture, for example, how would you know if what you’ve been told is true or not?

Language is one of the most influential and powerful aspects of

our daily lives and yet very few people pay attention to it in their interpersonal and public communication. *The power of language cannot be overemphasized— language constructs, reflects, and maintains our social realities, or what we believe to be “true” with regard to the world around us.* The point of the example above is that what we “know is true” about a person, place, thing, idea, or any other aspect of our daily lives very much depends on what experiences we have had (or not), what information we have (or have not) come across, and what words people have used (or not used) when communicating about our world.

Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involves a process of free creation. – Noam Chomsky

Language can also have an impact on how we feel about this reality. How we define words and how we feel about those words is highly subjective. In fact, cognitive psychologist Lera Boroditsky showed a key to a group of Spanish-speakers and to a group of German-speakers. The researchers then asked the participants to describe the key they had been shown. Because the Spanish word for “key” is gendered as feminine, Spanish speakers defined the key using words such as lovely, tiny, and magic. The German word for “key” is gendered masculine, however, and German speakers defined the key using adjectives like hard, jagged, and awkward.¹ This study suggests that the words we use to define something can have an impact on how we perceive what those words represent.

1.²

2. [1]

Because language is such a powerful, yet unexamined, part of our lives, this chapter focuses on how language functions and how competent speakers harness the power of language. Consider the case of the Reverend Dr. Martin Luther King, Jr. Indeed, many speakers before him made the very same persuasive arguments



"Martin Luther King Jr." by Dick DeMarsico. Public domain.

regarding the lack of civil rights for Black Americans, yet we regularly point to the Reverend Dr. King as a preeminent speaker for the civil rights movement because he was a master of language— he employed the power of language to move his audiences in ways they had not been moved before, and we remember him for his eloquence.

Communication vs. Language

To understand the power of language, we need to differentiate between communication and language. Communication occurs when we try to transfer what is in our minds to the minds of our audience. Whether speaking to inform, persuade, or entertain, the main goal of a speaker is to effectively communicate her or his thoughts to audience members. Most chapters in this text help you determine how best to communicate information through considerations such as organizational structure, audience analysis, delivery, and the like. Language, on the other hand, is the means by which we communicate—a system of symbols we use to form messages. We learn language as a child in order to read, write, and speak. Once we have mastered enough language we can communicate with relative ease, yet growing up we rarely learn

much about language choices and what they mean for our communication. We regularly hear people say, “If we just communicated more or for longer periods of time we’d better understand each other.” What these types of statements reflect is our lack of understanding of the differences between communication and language. Therefore, many of us believe that when problems arise we should strive to have *more communication* between the parties. But what we need is *better communication* by focusing on language choice.

Language Creates Social Reality

Our social realities are constructed through language; and therefore, people with different experiences in, and understandings of, the world can define the same things in very different ways. Language is culturally transmitted—we learn how to define our world first from our families and then our later definitions of the world are influenced by friends and institutions such as the media, education, and religion. If we grow up in a sexist culture, we are likely to hold sexist attitudes.

Similarly, if we grow up in a culture that defines the environment as our first priority in making any decisions, we’re likely to grow with environmentally friendly attitudes. Language, then, is not neutral. As a culture, as groups of people, and as individuals, we decide what words we’re going to use to define one thing or another.

Culture is the collective programming of the mind that distinguishes the members of one category of people from another. – Geert Hofstede

For public speakers, these facts are important for three primary reasons. First, the careful use of language can make the difference between you giving a remarkable speech and one that is utterly forgettable. Second, you must remember that audience members

may not share the same language for the definition of the very same ideas, realities, or even specific items. Finally, the language that you use in public (and even private) communication says something about you—about how you define and therefore perceive the world. If you are not careful with your language you may unintentionally communicate something negative about yourself simply because of a careless use of language. You should think very carefully about your audience's and your own language when you prepare to speak publicly. You can master all of the other elements in this textbook, but without an effective use of language those other mastered skills will not mean much to your audience. The suggestions in this chapter will help you communicate as effectively as possible using appropriate and expressive. You'll also learn about language to avoid so that your language leaves the audience with a positive impression of you.

The Differences Language Choices can Make

When I discuss the importance of language choice with my students, I generally begin with two different paragraphs based on a section from Reverend Jesse Jackson's "Rainbow Coalition" speech. The first paragraph I read them is a section of Reverend Jackson's speech that I have rewritten. The second paragraph is the actual text from Reverend Jackson's speech. Let's start with my version first:

America should dream. Choose people over building bombs. Destroy the weapons and don't hurt the people. Think about a new system of values. Think about lawyers more interested in the law than promotions. Consider doctors more interested in helping people get better than in making money. Imagine preachers and priests who will preach and not just solicit money.

This paragraph is clear and simple. It gets the point across to the

audience. But compare my version of his paragraph to Reverend Jackson's actual words:

Young America dream. Choose the human race over the nuclear race. Bury the weapons and don't burn the people. Dream of a new value system. Dream of lawyers more concerned about justice than a judgeship. Dream of doctors more concerned about public health than personal wealth. Dream of preachers and priests who will prophecy and not just profiteer.

The significant difference between these two versions of the paragraph can be explained simply as the difference between carefully choosing one group of words over another group of words. My version of the speech is fine, but it is utterly forgettable. Reverend Jackson's exact wording, however, is stunning. The audience probably remembered his speech and the chills that went down their spines when they heard it long after it was over. This example, I hope, exemplifies the difference language choice can make. Using language in a way that makes you and your speech memorable, however, takes work. Few people come by this talent naturally, so give yourself plenty of time to rework your first draft to fine tune and perfect your language choice. Using some of the strategies discussed below will help you in this process.

-
1. Boroditsky cited in Thomas, L., Wareing, S. Singh, I., Pecci, J. S., Thornborrow, J. & Jones, J. (2003). *Language, society, and power: An introduction*, 2nd Ed. New York: Routledge. pp. 26–27. [↩](#)

52. DISCUSS: Communication Model: Sticks and Stones

Are you familiar with the phrase, "Sticks and stones may break my bones, but names will never hurt me."? Think about that in relation to your reading on the importance of language choices. The spirit of the "sticks and stones" phrase seems to be that words do not matter because they cannot hurt the listener. Connect notes from reading and your own awareness/experience of thinking of a speaker's words as "weapons" intended to harm or wording that may purposefully or unintentionally leave a bruise/a mark on listeners. Initial posts need to refer to a specific point of effective language choices from the reading.

53. DISCUSS: Are you listening to me?

Explain the difference between hearing and listening. Then, using reading notes and vocabulary provide an example (from your own experience or viewed) of effective listening or ineffective listening. Be sure to support your example with reading vocabulary of poor/effective listening to receive full point value.

54. SPEECH DRAFT: DEMONSTRATION/SALES

We are practicing a very practical application of public speaking where speakers are asked to demonstrate/teach with the bottom line to persuade an audience to use or to buy a product or service.

Write a draft of a speech where the goal is to educate/explain to our college class (your target audience) the need for a new(not currently existing product/service in an informative and entertaining way. Use real sources(logos) to back up and to support that the need for this product/service exists and demonstrate and teach us how you imagine the product/service will work or how to use it. While not required, if it amuses you, you may include your own original [visual aids](#). At the end of your speech, college students should consider your idea/proposal for a new product/service a “must have” if they are attending college.

Draft Requirements:

Length: 3 pages (typed, double-spaced)

Organization:

Introduction Area

- Attention Getter
- Connections to the target college audience
- Introduction to the product/service

Body

The need for it.

- What problems exist because your product/service does not exist or no one knows how to use it properly? Use oral source citation. May wish to quote college friends or quote sources reporting concerns of college students.
- You may reference similar products/services that exist

(sources) but point out the short comings and why they do not adequately address the need.

Demonstrate/Teach.

- Explain how ,if used properly, it will eliminate or reduce the concern/need. You may wish to have friends and or family in your audience participate.

Conclusion

- Sell us on buying or trying this new product/service by explaining the details where/how to buy and the cost or upgrades you imagine will be available. Make sure you have a strong/memorable last line.

While the product/service is not real, you are required to utilize at least two real sources for related information, to tailor to a college audience, and to write the draft to meet minimum time length of a 5-10 minute speech. [Visual aids](#) are optional. * Refer to examples posted in our DISCUSS forum.

Great news! You are encouraged to use your creativity and sense of humor!

55. DISCUSS: "How to" Videos and Persuasive Sales

Shark Tank and QVC are two examples of targeting/tailoring to audiences and making a persuasive case to buy or to invest in products using the power of logos and pathos. I have provided supplemental links to episodes of each tv show in case you have never seen an episode from these shows.

Now, for this DISCUSS forum, find an example of a clearly, tailored for a specific audience How To/Demonstration Video or Sales Speech that is 5-10 minutes, the length of your next required speech. Include the link to the video in your initial post and provide your observations of the speaker's attempts to identify needs of the target audience, logos (stories, examples, statistics, and sources) and pathos..what appeals to motivation strategies of rewards, punishments, urgency, authority and emotional appeals are being utilized to inform how something works or is used in order to sell or to persuade audience/listeners to try it. This is where we see the blending of major goals of public speaking to inform and to persuade while trying to be entertaining and engaging. Pay extra attention to the packaging of the verbal part of the message what the speaker says in words packaged with how effectively the speaker uses vocal cues, body language, choices of clothing, and [visual aids](#) to enhance the message. There is a lot to comment on when the goal of the speech is to demonstrate/teach in order to persuade and to sell. Use vocabulary from READ to receive high quality points.

56. PEER REVIEW DISCUSSION: DEMONSTRATION/SALES

Upload link to your DEMONSTRATION/SALES SPEECH from your YouTube account to this discussion forum. You will be able to view recordings of all of your classmates and practice replying using netiquette and course vocabulary for critiquing speeches.

PART VII

MODULE 5: PERSUASION SPEECH

57. Persuasive Speaking

By Sarah Stone Watt, Ph.D., Pepperdine University Malibu, CA
& Joshua Trey Barnett, Indiana University Bloomington, IN

LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- Explain what a persuasive speech is.
- Describe the functions of persuasive speeches.
- List the different types of persuasive speeches.
- Identify persuasive strategies that make a speech more effective.
- Apply the appropriate organizational pattern based on your persuasive goals.
- Distinguish between ethical and unethical forms of persuasion.
- Apply module concepts in final questions and activities.

Chapter Outline

- **Introduction**
- **What is Persuasive Speaking?**
- **Functions of Persuasive Speeches**
 - Speeches to Convince
 - Speeches to Actuate
- **Types of Persuasive Speeches**
 - Propositions of Fact
 - Propositions of Value

- Propositions of Policy
- **Choosing a Persuasive Speech Topic**
- **Approaching Audiences**
 - Receptive Audiences
 - Neutral Audiences
 - Hostile Audiences
- **Persuasive Strategies**
 - Ethos
 - Logos
 - Pathos
- **Organizing Persuasive Messages**
 - Monroe's Motivated Sequence
 - Direct Method Pattern
 - Causal Pattern
 - Refutation Pattern
- **Conclusion**
- **Module Activities**
- **Glossary**
- **References**

Introduction

At the gas pump, on eggs in the grocery store, in the examination room of your doctor's office, everywhere you go, advertisers are trying to persuade you to buy their product. This form of persuasion used to be reserved for magazines and television commercials, but now it is unavoidable. One marketing research firm estimates that a person living in a large city today sees approximately 5,000



[“Judi Chamberlin”](#) by Tom Olin. [CC-BY-SA](#).

ads per day.¹ It is easy to assume that our over-exposure to persuasion makes us immune to its effect, but research demonstrates that we are more susceptible than ever. In fact, advertisers have gotten even better at learning exactly the right times and places to reach us by studying different audiences and techniques.³⁴⁵

1. ²

2. [1]

3. ⁶

4. ⁷

5. ⁸

6. [2]

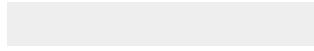
7. [3]

8. [4]

I do not read advertisements. I would spend all of my time wanting things. – Franz Kafka

We also encounter persuasion in our daily interactions. Imagine you stop at a café on your way to school, and the barista persuades you to try something new. While enjoying your espresso, a sales person attempts to persuade you to upgrade your home Internet package. Later, while walking across campus, you observe students who are enthusiastically inviting others to join their organizations. Within thirty minutes, you have encountered at least three instances of persuasion, and there were likely others emanating in the background unbeknownst to you. Amidst being persuaded, you were also actively persuading others. You may have tried to convince the Internet sales person to give you a better deal and an extended contract, and later persuaded a group of friends to enjoy a night on the town. Persuasion is everywhere.

1. Story, L. (2007, January 15). Anywhere the eye can see, it's likely to see an ad. *The New York Times*. Retrieved from: <http://www.nytimes.com/2007/01/15/business/media/15everywhere.html?pagewanted=all> ↵
2. Aral, S. & Walker, D. (2012, 20 July). Identifying influential and susceptible members of social networks. *Science*, 327(6092), 337–341. Retrieved from: <http://www.sciencemag.org/content/337/6092/337.abstract> ↵
3. Blackman, S. (2009, September 3). Tired consumers more susceptible to advertising. *CBS Money Watch*. Retrieved from: <http://www.cbsnews.com/news/tired-consumers-more-susceptible-to-advertising/> ↵
4. Rosendaal, E., Lapierre, M.A., vanReijmersdal, E.A., & Buijzen, M. (2011). Reconsidering advertising literacy as a defense against advertising effects. *Media Psychology*, 14(4), 333–354. ↵



58. Critical Thinking and Reasoning

Thou Shalt Not Commit Logical Fallacies Poster

Here's a helpful poster that reviews many of the most common Logical Fallacies.

[https://s3-us-west-2.amazonaws.com/oerfiles/Public+Speaking/
FallaciesPoster24x36.pdf](https://s3-us-west-2.amazonaws.com/oerfiles/Public+Speaking/FallaciesPoster24x36.pdf)

59. DISCUSS: Choices: Logos or Pathos?

It is important to understand that one persuasive goal may have numerous if not limitless ways that a speaker may try to convince, to motivate, and to inspire an audience to accept, to believe, and to take action on that goal. A persuasive topic to convince people to wear seatbelts when driving/riding in a car results in hundreds of YouTube videos. I've included supplemental links to two videos related to the persuasive goal of convincing us to wear seatbelt. The YouTube video "Seatbelt Safety Montage" is a collection of real ads produced to address the need to "buckle up" when riding/driving a car. The bottom line goal is the same for each ad.. to persuade viewers to wear a seatbelt. Ad companies, just like speakers, make choices about content and emotional appeals based on target audience and situational analysis. To see my personal favorite ad persuading viewers to wear a seatbelt without any logos(no sources, statistics or even images of a real car or seat belt)..just effective pathos(emotional appeals), watch "Embrace Life" video. Warning: Have a tissue for tears ready! Maybe it is effective for me because I am the target audience and you will not be moved.

Using the topic of preventing cyberbullying of college age students Locate a persuasive video that has the bottom line to stop/to report. to prevent cyber bullying of college age students. Upload the link to the video in your initial post and provide evidence of choices the speaker made in crafting this persuasive video. Does your video selection focus on stories, statistics, sources/experts or pathos were the focus is more on visuals and emotional appeals. It is a serious topic..would humor ever be appropriate? Is it possible to be too graphic and purposefully "gross out" an audience by showing horrific images? Can an ad or speech go too far in making a case?

Now that you are thinking about speaker choices, search for a stop/report/prevent video about cyber bullying of college age students and make your initial post in support of effective/ineffective choices when it comes to the use of logos/pathos.

60. PEER EVALUATION DISCUSSION: PERSUASION

Upload link to your PERSUASION SPEECH from your YouTube account to this discussion forum. You will be able to view recordings of all of your classmates and practice replying using netiquette and course vocabulary for critiquing speeches.

6I. DISCUSS: I-spy Errors in Reasoning

Using notes from your reading on errors in reasoning, provide an example of a speaker making a persuasive point based on a fallacy of reasoning. Make sure your initial post uses vocabulary from your reading in supporting your observation. I'll go first:

Recently, I was looking to purchase a camera as a gift and asked the sales associate if the store carried one that had the features I was seeking. The sales associate led me to a row of cameras and presented two options that were very expensive and beyond my price range. I asked, "Do any of these other cameras have the features I am seeking?" The sales associate said, "Yes, but they do not include additional cool features that you may be interested in having on a camera." This is an example of a speaker using **Either/Or fallacy** in persuasion. The sales associate presented the options as being either of the two cameras that the salesperson selected when there were other options clearly available. Remember this example when you are buying an expensive item and the salesperson limits your decision to choosing between two items or plans. There may be more choices available that the salesperson does not mention. Many sales people, especially ones making a commission on the sale, feel this is ethical as long as the options presented meet the needs of the buyer. They do not feel it is their job to sell you something at the cheapest price. This is also important to remember in selecting a topic for your persuasion speech. It is an error in reasoning to suggest that we must either prefer cats or dogs as pets or drink Coke or Pepsi as our beverage of choice. One, these topics are not college worthy of our consideration AND two we know there are other options for pets or beverages beyond the choice provided. In fact, the two options may be non-starters because we are not allowed to own pets where we

live or we are not able to drink carbonated beverages due to health concerns.

For full quality points in your initial post, link specific error in reasoning from reading to your example.

62. Persuasion Speech Topic Writing

Use the text below as a template for this assignment. Complete each prompt with the thought that best reflects your plan for persuading the class on the topic of your choice. Please write in complete sentences. You may use EasyBib.com to assist you in putting your credible sources into MLA citation. This is to confirm that you have credible sources to move forward. By now, you know the importance of citing these sources orally in your speech draft and in your speech recording. I'm looking forward to learning what you care about and what you feel is worthy of convincing, motivating, inspiring us about in your persuasion speech.

COM101: Persuasion Topic Planning

Using notes from the reading on Audience Analysis and Oral Citation of Sources in a speech, type your responses to the following.:

- I plan to persuade members of this class to share my opinion that:
- The reasons why this is important to me and why it should be important or of interest to the class are:
- When my audience first hears my topic they are most likely to think/picture:
- I anticipate my audience already knowing or being aware of the following related to my topic.

- The following **NEW** information or approach to my topic will surprise my classmates:

6. Here are two, MLA cited sources (use easybib.com) I would use in my speech from CREDIBLE (experienced, knowledgeable, trustworthy) people who have important information or life experience related to my topic:

- 1.
- 2.

7. At the end of my speech, classmates will be nudged on the persuasion continuum closer to agreeing with me that:

- Pictures are worth a thousand words. The following visual aids would enhance the emotional or motivational aspect of my topic and assist my class in understanding my topic:

63. Required Listening Critique: Persuasion Template

Name

Speaker:

Date Speech/Date Speech Viewed:

Location/Setting:

Audience (Present):

Occasion:

Topic:

Outline the Speech Content. (use key words/phrases)

Introduction

Problem Area

Solution Area

Action/Conclusion

Analyze the Supporting Materials or Evidence.

Analyze the Speaker's Delivery.

Describe the Audience Reaction.

Make your recommendations.

HYPERLINK ["https://clinton.delhi.edu/course/modedit.php?update=839&return=0&sr=0"](https://clinton.delhi.edu/course/modedit.php?update=839&return=0&sr=0) \t "_blank" "Template: Persuasion Listening Critique" by Lee Ann, HYPERLINK ["https://clinton.delhi.edu/course/view.php?id=173"](https://clinton.delhi.edu/course/view.php?id=173) \t "_blank" COM101, HYPERLINK ["http://clinton.edu/"](http://clinton.edu/) \t "_blank" Clinton Community College is licensed under HYPERLINK ["http://creativecommons.org/licenses/by/4.0"](http://creativecommons.org/licenses/by/4.0) \t "_blank" CC BY 4.0

64. Overview of Required Listening Critique: Persuasion

As you learned in “Course Information Documents” in Ice Breaker Module when the course started, there are TWO required listening critiques in COM101. The first required critique was for David Curry’s Informative Speech. Now, you get to select a speaker giving a 5 to 10 minute persuasion speech and critique it using the same format/template as used for David Curry’s informative speech on hernias.

Review the grade and feedback you received on the first critique before you start this assignment. Concerns with formatting should no longer be a factor in your success on this assignment. An effective critique infuses course vocabulary and reflects our reading, discussions and work since completing the first, required critique. I am thrilled that we are at this point in the semester, and I am looking forward to reading your analysis of a pervasive speech of your choosing for your final “Required Listening Critique”.

Important: If you did not submit “Required Listening Critique: Informative” and received a zero for that assignment, you MUST submit the “Required Listening Critique: Persuasion” assignment for evaluation to pass the course. Submitting at least one required listening critique is a QUEUE item for all students taking COM101 whether the course is taken in a traditional, classroom section or in this online format. There are no exceptions.

As you search for a persuasion speech recording to critique, think about what we have learned so far in the course about tailoring a topic for an audience, speaker delivery choices, basic organization of a persuasive speech, citing sources orally, and utilizing effective openings/closings and visual aids to be more effective and engaging.

The recording you select should reflect the requirements of our

class persuasive speech: Taking a position on a topic where there is room to move/nudge the audience in direction of a speaker's position , using credible logos and tailored pathos to motivate, inspire and/or to convince the audience to agree/consider your position. If action is called for, the audience perceives it as being easy and urgent to do in follow up to your speech. Finally, the speaker's delivery and use of visual aids enhance and complement the overall persuasive goal without being distracting.

Reminders:

Use feedback on Required Listening Critique: Informative to avoid losing points for the same concerns in this critique.

Think of this as a "lab report" on a presentation. It is not an essay. A successful critique will include heading information and five areas of evaluation indicated and separated by roman numerals. It will visually look exactly like the blank template provided to you.

Print a hard copy of the blank template to record your thoughts in an organized way as you view the recording of your choice. This provides you with a rough draft of notes to revise into full sentences and paragraphs for the final draft.

Allow yourself 30 minutes of uninterrupted time to fully view and to respond to a 5-10 minute recording.

Our discussion this week will focus on responding to persuasive recordings selected/uploaded by classmates in DISCUSS. Not all recordings will show audience reaction, so help one other by posting feedback on recordings to assist with content to cite in IV: Audience Reaction of critique template.

When you have finalized your listening critique, upload it in DO assignment.

65. Required Listening Critique Persuasion Instructions

Persuasion Listening Critique Instructions. Type Template. Use details to assist you in what to draw attention to the reader about the presentation you viewed. Remember: Speech viewed should be at least 5 minutes in length and when presented was in front of a LIVE audience. Length: 1-2 pages.

Type your name

COM101- _ _ _ _ _

Speaker:

Target Audience:

Date of Speech/Date Speech Viewed:

Location:

Occasion:

Subject/Topic:

Main public speaking goal:

Outline the speech content. (*This is the only part of your report which should NOT be in paragraph format. You may bullet list your notes under each heading:*

Introduction

Problem Area

Solution Area

Action/Conclusion

Analyze the supporting materials or evidence. Include whether the speaker used examples, illustrations, stories, definitions, quotations, facts, statistics, or slogans, *and how they were used in the speech.* (You do not have to retell the whole story or get all of the numbers down accurately, but rather, tell me what kinds of sub-points they used *in brief*—e.g. “the speaker told a story about

a special day in her childhood when she went fishing with her grandfather” or “the speaker gave current statistics about how gang violence is on the increase in our city.”)

Analyze BOTH the speaker’s delivery and use of visual aids.

Comment on poise, posture, use of gesture, bodily movement, loudness, rate, pitch, quality, and variety of the voice, eye contact, pronunciation and articulation, personal appearance and authoritativeness. Include your evaluation of effectiveness of the speaker’s use of visual aids and technology.

Describe the audience reaction. . Explain how the writing and the delivery of the speech were effectively TAILORED for this target audience by describing the audience reaction. Tell me if they approved or disapproved, believed or disbelieved, accepted or rejected, enjoyed or were bored by the presentation (*How you could tell?*)

Make your recommendations. Give your detailed suggestions, a minimum of two, on how the speech could be improved. In the rare situation that you perceive the speech as flawless, give two points of high praise in support of how the speech in delivery and/or writing was outstanding. This should be in paragraph format not in list/numbered format.

HYPERLINK “<https://clinton.delhi.edu/course/modedit.php?update=839&return=0&sr=0>” \t “_blank” “Listening Critique Persuasion Instructions” by Lee Ann, HYPERLINK “<https://clinton.delhi.edu/course/view.php?id=173>” \t “_blank” COM101, HYPERLINK “<http://clinton.edu/>” \t “_blank” Clinton Community College is licensed under HYPERLINK “<http://creativecommons.org/licenses/by/4.0>” \t “_blank” CC BY 4.0

66. DISCUSS: Am I Inspired, Motivated, or Convinced by the Persuasive Recording?DISCUSS: Am I Inspired, Motivated, or Convinced by the Persuasive Recording?

After you post a link to a 5-10 minute persuasion speech in this forum, Begin to respond to videos submitted by your classmates of persuasive speakers they found to share. Think of yourself as the speaker's teacher or practice peer. What do you wish the speaker to know about your reaction to the speech? What went well and what could make it even better? Effective posts will draw attention to a point of specific praise and/or concern and explain why you feel it is effective or ineffective as a choice made by the speaker in the video. Pay attention to evidence of tailoring the persuasion message to a specific target audience. Even though the speaker in the recording will not see our comments, use good, respectful netiquette in critiquing the speech and responding to one another's posts. IMPORTANT: Classmate reactions may be used in required listening critique in area IV. Audience Reaction.

67. REQUIRED LISTENING CRITIQUE #2

This is the last required listening critique for the semester. The first, required critique focused on format and the type of information that is appropriate to address and to highlight for each area of the template. Review feedback on structure/organization from the first critique. Evaluation of this critique begins that all format concerns have been addressed and the focus can be on course vocabulary and speaker choices leading to the writing and delivery of a persuasive speech. Area IV. Audience Reaction may draw from the reactions of audience in recording if available and reactions posted in our DISCUSS forum: “Am I Inspired, Motivated, or Convinced by the Persuasive Recording?”

68. DISCUSS: I-spy Ethical Listening During a Presentation

One of the harder challenges in public speaking is when we are asked to listen to a persuasive speaker that we feel is not credible. This means that the speaker lacks credibility in competence or character or may simply hold a belief or seek a course of action that we do not agree is the right decision or direction to go with that topic. As you know, we are sometimes “passionate” about our opinions and the question in public speaking is how to respectfully listen without agreeing or to seemingly endorse an idea by remaining silent. Take a moment to review reading notes on effective, ethical listening and post suggestions for ethical listening you plan to employ as you listen to persuasive arguments, read political posts in social media, and even view persuasive speeches of your classmates. Ethical listening is essential in effective and meaningful, communication interactions.

69. SPEECH DRAFT: PERSUASION

Persuasion Speech Draft Guidelines and Recommended Outline

----- / 30 Points

Draft Length: 3-5 pages typed. Full sentences. Time: 5-10 minutes.

Draft reflects targeting/tailoring information to our COM101 class.

Draft includes oral citation to a minimum of TWO sources. Sources recommended for each step. Draft may reference a visual aid, if planned. A visual aid is not required.

Outline for Monroe's Motivated Sequence *Note: The verbiage here is only meant to trigger the direction for each particular step of Monroe's Sequence. Sources are encouraged in each step.*

I. Attention Step-This story, video, picture, quote draws attention to a problem that needs to be addressed

Here's a brief take on the backstory/context of this problem

I care about this problem because

We need to care about this problem because

Thesis/Preview

II. Need-The problem

Here's proof that this is a serious problem

Here's how this problem impacts your life, audience

Some people say this isn't really a problem or it's already been fixed

I say they're wrong, and here's why Transition-

III. Satisfaction-Here's the solution to this problem:

Here's how the solution works:

Here's proof that this solution does work to solve the problem:

Some say this kind of a solution won't work.

They're wrong, and here's why: Transition-

IV. Visualization- Picture This

Picture how much worse off we'll be if we don't address the problem and imagine and/or how much better the world will be once we put the solution into place

V. Action-

Restate problem/Remind Audience of Attention Getter

Call to action that audience finds practical and doable and does not require unrealistic expectations of time/money/effort

I'll leave you with this powerful thought, image

Outline for Monroe's Motivated Sequence. **Authored by:** Ellen Bremen. **Provided by:** Highline College. **Located at:** HYPERLINK "<https://www.highline.edu/>" <https://www.highline.edu/>. **License:** CC BY: *Attribution*

"Persuasion Speech Draft Guidelines and Recommended Outline" by Lee Ann, HYPERLINK "<https://clinton.delhi.edu/course/view.php?id=173>" \t "_blank" COM101, HYPERLINK "<http://clinton.edu/>" \t "_blank" Clinton Community College is licensed under HYPERLINK "<http://creativecommons.org/licenses/by/4.0>" \t "_blank" CC BY 4.0

PART VIII

MODULE 6: FINAL TEST

70. Home Stretch

Instructions

Almost there! What a great semester! At this point in our work together, there remains only one required QUEUE ITEM to complete the course.

The Final Test for the class is not cumulative in terms of asking specific questions from required reading for the Midterm Test. It is cumulative in that it will reflect your knowledge and understanding of the process of preparing and presenting an effective speech with specific focus on content and discussions in Module 4 and Module 5. The questions will be in the same format as you experienced for the Midterm. The study tools and resources for reviewing and preparing for the test remain available to you. Again, I am not really teasing, have fun “showing what you know.” Know you make me smile when I have this opportunity to see what you have learned in recent weeks in our class.

Remind yourself of what went well for the midterm and what you thought you would do differently in preparing the next time for a key test. DO the test when you are ready. The last action I take before your submitting your final course grade is to review any extra-effort you have made to be successful this semester and use that to guide me if a grade of “C+” can legitimately with justifiable rationale be “bumped up” to a “B-” final grade. You will recall from “Course Information Documents” that I never look for a rationale to downgrade. Points earned are points earned! I will factor in your success in meeting deadlines, submitting all assignments, and your active, full participation in discussions.

That said, this is also the last opportunity to submit Extra Credit Listening Critiques. The maximum number of Extra-Credit Listening Critiques is TWO. Each one has a potential point value of 5 points each for a total of 10 points. I only record points for the first

two received, so there is no benefit to submitting more than two critiques following the same format/template used for REQUIRED LISTENING CRITIQUES.

As we wrap up the course, I said at the beginning you may successfully complete the class, may even receive an “A” in Public Speaking and still hate it at the end of the class. But it would make me proud and feel our work together was worthwhile if, for the rest of your life, you are more mindful and appreciative of effective speakers you hear as an audience member. Additionally, I will be proud, if when you are given an opportunity to speak in public, even if you hate it and still feel nervous, you know that you can manage your nerves and be in control of communicating your message effectively to groups of people. What a joy that is to think about as the teacher of this course!

7I. DISCUSS: Reviewing for Final Test

Remember this test is not cumulative. It only covers information in READ and DISCUSS folders from Modules 4-5. Which is plenty! At mid-term, in Module 3, you were asked about resources available to assist you in preparing for success on the test. Now, as you enter the home stretch of the course and are getting ready for your last **DO** for point assignment (it is ok to smile! I am!) , explain your process for reviewing for this Final Test. A quality post will point out what is the same or different from your preparation for the Mid-Term Test.