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Introduction

To the Prospective Student:

I am pleased to write you the introduction to this magnificent coursepack. When Stephan Ihde’s team asked me to do so, I was not only honored—I was thrilled! To have a chance to speak to young minds like this is nearly as exhilarating as dropping a bull rhinoceros at full charge, which I have done only once, but only the barest modicum below that.

My numerous doctoral degrees have led to significant advances in the humanities and sciences. With those qualifications, I must tell you that this is a coursepack, and what a coursepack it is. Nowhere in all my academic endeavors have I found a compendium so rife with wisdom, wit, and worth. As the Sherpa exclaimed who guided me on my fifth summit of Everest: “Wow.”

My third stint in Congress showed me to just how much bureaucracy our nation succumbs. Clearly, this is no document of Congress, and that is a good thing. No doubt this would have died an unceremonious death at the hands of freshmen rogues in a filibuster, of that I am certain, because it is so compact, artful, and pragmatic, unlike much of what passes for muster on the floor of our Capitol.

When I sailed the Pacific Ocean on my last solo voyage, this coursepack was on my mind. When I completed my latest feature film, a film I’m certain you will have seen by now, this was not far from my script. And when I donned my last Superbowl ring, I carried a copy of the coursepack with me into the press briefing room. Truly, it is with me on my nightstand, and I’m certain I have it memorized by now. What a resource.

It may go without saying that this coursepack has changed my life forever. I weep gentle tears as I write this. And I know that the homeless peasants I’m devoting my time and energy toward will thank me as well, for the copies I give them, for the valuable tools found herein. Now I must teach them to read, and, of course, this will be our text.
So read this coursepack. Now, later, and even later. It will change your life. Or, at least, maybe it’ll help stop a charging rhino.

Yours very truly,

(A really Famous, Noteworthy Celebrity Whose Name You Would Surely Recognize)
Professor Ihde’s Strategies for Success in Speech Class

No doubt some of you have come to this class kicking and screaming, and the last thing you’d ever want to do in life is give a speech in front of your peers. Worse, your program of study may force you to take speech! Nonetheless, here you are — and my hope for you is that you walk out of this class with a richer understanding of what it means to give excellent speeches, of how to relate to an audience, and how to get your points across clearly and with impact. You might be surprised just how well you can do it.

With that said, I thought I’d put together some random ramblings that may help you along the way this semester. Consider them as guideposts, as things I want for you to know. Hope you find them useful!

- Make sure you turn in your things on time. It's not worth losing half credit on something simply for being late (late=at the end of the class period). After a week when a paper is due, your instructor won't accept any more late entries.
- Take your time with your sentence outlines. There tends to be a strong correlation between good speeches and solid outlines.
- Make sure your sources are solid. When I had previously allowed this topic, I have had students come to me and ask why *High Times* magazine wasn’t a decent source to use for a speech on legalizing marijuana.
- Make sure your position, thesis, purpose, and action step are all crystal clear in your persuasive speech.
- Bring an extra copy of your presentation if you are using PowerPoint. Wise was the student who had a backup. In any event, your speech must go on, computer working or no.
- Think of new ways to approach ordinary topics. You can probably guess what some of the standard ones are (e.g., “Wear your seat belt,” “Don’t drink and drive,” “Reduce, Reuse…”). If you’ve heard it before a hundred times, it’s a good bet we have, too. Those tend to be boring, so DON’T DO THEM! Think of new topics, especially ones in which you have interest...the audience appreciates it when you exercise your creativity.
- Darken your instructor’s office door every once in a while. Make sure your instructor gets to know your name. Ask for advice, even run by some of your outlines with your instructor well before your speech is due. You might be surprised how much that can help.
- Speak up in class, particularly when I’m looking for feedback. Do not assume those class participation points are yours for the having simply because you warmed a seat.
- Last semester, there were no extra credit assignments, and the exams were not negatively skewed. Many students have a false notion that they can start weak and finish strong. Many students found that, by the end of the semester, they needed all the points they could get, and realized that many of the foolish things they did earlier in the semester hurt them. You've got a thousand points to earn: accrue them wisely.
- Practice your speeches fully through at least five times, and find people who will give you honest feedback. It’s not a bad idea to practice to an empty room, but it’s a better one to find a small audience of your friends who will tell you the honest truth.
- Missing class hurts you in the long haul. Do not forget the attendance policy. Every semester
this drastically affects several students—remember that missing class is a needless loss of points.

Proofread, proofread, proofread, and have others proofread your work as well. Why lose points because of needless spelling and grammar mistakes?

Don't bow down to Bill Gates: let Bill bow down to you. Don't let PowerPoint steal the show for you. Turn off PowerPoint when you’re not using it...the “B” key is a wonderful thing.

Form a study group for the test. I can't tell you how much I think this helps. The library has study rooms available to you for this specific reason. Get some classmates, get a key, bring your notes and the text, and lock yourselves in the room for a couple of hours and hash through what you think the test would cover. Play professor for a second: what would you cover on the exam? Then reward yourselves for a good study session with some pizza or something fun.

Get the phone numbers of at least two classmates in case you miss a class.

Don't wait until the night before or the morning of your speech date to throw your speech together. It'll show, and you won't like the grade.

Bonus points on the speeches are for things done that I think are way above and beyond the call of duty, and mean extra initiative on your part. For example, a student in a basic speech class gave an informative speech on the KKK and managed to put together a "KKK" scrapbook, full of KKK memorabilia and important information. She also contacted the KKK directly for some first-hand information and made a white hooded robe that she displayed on a "Ken" doll. A few other students designed their own surveys and polled certain respondents for information that in some way pertained to their topic. Those are some ways to earn bonus points, but bear in mind that bonus points are not a given!

Don't underestimate the power of your attire. Students who gave their persuasive speeches wearing casual attire tended not to fare very well on them.

If you miss a speech date for some reason, remember to call your instructor within 24 hours. Make sure you have documentation if a legitimate emergency occurred.

Few students in my classes last year earned As. Don't mistake the way I run class with the way you are graded: we like to have fun in class and enjoy good interaction, but you'll have to work your tail off to get an outstanding grade.

The class and your instructor will give you quick feedback after your speeches. We are especially looking for those students who reviewed that student to give good feedback. We will do our best to point out your strong points, as well as areas where you could stand to improve. Remember that you may have done one thing extremely well in your speech but still receive a "C." If ever you have questions about your grade, come by my office with your videotape and we can discuss it.

Stay within the time limits!!

Make sure your thesis and purpose statements are clear and reflect your main points.

A "C" is a good speech; a "B" is a very good speech; and an "A" is an outstanding speech.
Hopefully Helpful Comments from Former Speech Students

"If I were to take this class again, I would practice my speech more before giving it." (-S.L.)

"If I were to take this course again, the only thing I would change is the amount of time that I spent practicing my speeches. I do practice, but normally only to see if I know what I am taking about, not normally to perfect the style." (-F.G.)

"That is my advice to others that want to learn about public speaking[-]to get to know their audience. That can really help the confidence of the speaker." (-V.S.)

"If I were to take this class over, starting again, I would most likely spend more time getting sources, and writing outlines." (-V.B.)

"If I had to take this course over again, the only thing that I would do differently is rehearse my speeches more. I think that if I had done that, I'd have been able to not worry [sic] so much about the material, and focus on connecting with the audience and developing my relaxed enthusiastic style." (-G.G.)

"If I were to take this course again, I would try to prepare more. [I would] rehearse my speech in front of a small audience and get feedback from them and change errors and try to make my speech flawless. One [piece of] advice I would give is that you should always rehearse because if you don't know you're [sic] material, you could end up reading your notecards and that will affect what you audience think [sic] of you." (-D.K.)

"If I had to give any advice to others on public speaking, I would say to start as early as possible. The sooner you become comfortable with speaking in front of people, the better off you will be. If I were to take this course again, I would start my speeches earlier and practice more." (-S.F.)

"If I were to take this course again, I would probably do a lot better, as I have more experience now." (-M.R.)

"I still have no love for public speaking but I no longer fear it as much, and I'm positive that anyone who takes this class can overcome their fear of public speaking with the right amount of time and effort." (-J.S.)

"Advice I would give others about public speaking would [be] constitute[d] of several parts. One, be familiar with yourself as a public speaker[:] know what areas of improvement you might need to work on. Next, read other people's speeches[,] [I]t is important to be exposed to what's out there in terms of ideas and techniques that you might not have thought of. [L]ast, know your surroundings (where you will give your speech)[:] there are many factors which effect [sic] a speech that are dependent [on] the area where you will deliver your speech."

"If I were to retake this course[,] I would give myself some more headroom in preparation. [T]his would allow me more time to come up with a better way to captivate the audience with a better speech." (-N.H.)

"If I took this course again I would work more on my introductions and closings so that I could get better at them." (-A.L.)
"I would try to focus more on research to add credibility to my speeches, and I would try to pace my work a little more in order to avoid missing deadlines or cramming for tests." (-J.K.)

"I feel that I have worked hard and done what was necessary for the class, but if I were to take it again I would do some things differently. First, I would make sure that I keep up with the text readings because they come in handy for tests. The only other main thing I would do would be to give myself more time to prepare my speeches. By starting earlier, I could have given myself more time to research and there would be less pressured [sic]." (-E.J.)

"If I were to advise another person on one thing that they could do to make their speeches better, it would be to write them well in advance. Don't wait until the last minute to write a speech. Start writing it at least several days before you have to give it in case you run into a problem or are not satisfied with a certain area. Then you have time to improve the speech. I would also do that if I were having to take the course again, along with reading the book more than five days before the final? [sic]?" (-M.D.)

"Giving advice to a new speech student would not be a problem. I'd tell that person not to get stressed out and, most importantly, to relax. Even if you completely choke, it's not the end of the world. I'd also tell them that it gets much easier to stand up in front of a class the more times you do it."

"If I were to take this class again, I would be better prepared for the days that I was to give a speech on and not procrastinate as much." (-R.C.)

"If I had to take the class over again, I would definitely manage my time better. Time management is not only something that I need to work on, but anyone who wants to be successful in this class has to be able to manage time. This is very important[,] especially if you have two speeches in a row and if you have to research your topic." (-N.C.)

"I'm not sure what kind of advice I would give to someone who wanted to learn about public speaking. I know that some people are just more relaxed and [are] better [at] talking to a large group of people, but there [are] also the people who aren't, and that was me. But I myself made it a point to get to know my audience and joke around with them and that way, I definitely know [that it] helped take away the nervousness when it came time for me to give a speech."

"I'm not sure what I would do differently if I had to take this course over again. I know I wouldn't be as nervous as I was in the beginning of the semester, and I probably also would use Power Point more and be a little more organized." (-A.D.)

"If I was [sic] to take this course again, I would concentrate more on making my presentations as unique as possible. I would do something different to get more reaction from the audience. From this speech class, I learned how important it was to capture and keep the attention of my audience. Before a speech, I should know what type of audience I'm talking to. What are their backgrounds? Where did they come from? What age group are they in? These are the types of questions I should ask. Also I would prepare more for my speeches and recite them more often." (-T.L.)

"My only advice would be to properly prepare for a speech and make sure you say the speech out loud at least once before you formally give it. Practicing the speech orally not only helps to calm
yourself but also helps you to edit it. Not doing this enough is my only regret and would be the only thing I would do if I could take the course over.” (-R.A.)

“If I were to take this course again I would do my best to make sure that my speeches were the right length, make sure I did some real research on the topics, and hopefully do better than I did this time around.” (-M.M.)

“The only thing I would change about this course, [sic] is having more one-on-one professor to student critique sessions. I understand that this is probably impossible to do, and any extra assistance such as this is often left up to the student; but I learned the most about what I needed to improve about my speeches when I went and talked to my professor personally to find out exactly what he was looking for and what I needed to change.” (-A.M.)

“If [I] were to take this course again, I would definitely put more thought and organization into my speeches. I would also study a lot more for the tests, because they really are as hard as the teachers say.” (-M.M.)

“If I took this course again, I would spend more time preparing for the speeches and test[s]. People have said that this class would be an “Easy A” class. I would definitely not go in with that attitude like I did in the beginning. I quickly learned that this class would take a good amount of work.[It] is not a class that you could just slide through.” (-C.B.)

“My advice to the inexperienced speaker: prepare for anxiety by being prepared. This type of preparation will keep you poised and alert throughout the speech.” (-M.H.)

“If I could redo this course I would come at it full force, headfirst and ready to do anything to succeed.” [sic] “The only advice I would give new students would be to follow the format, even though it sounds mechanical at times it helped me kept organized and I’m sure it will help them.” (J.M.)

“I feel like with the help of Professor Ihde, I have found what type of speaking style and speech type fits me. The main principles that have helped me do this were the basic speech outline style we learned for how to put a speech together, the information about communication apprehension and how to reduce it, the organizational patterns we learned, and definitely the feedback from classmates on both my speeches and others’ speeches.” (R.S.)

“If I were to take this course again, I’d probably read everything in the course pack first since there were a few things I forgot due to me not skimming over it before having something due.” (M.W.)

“If I were to take this course over again I would focus more on research for those speeches that required it. It wasn’t so much that I did not have enough or the correct resources as it was that I was not sure what information was the best to use and how to incorporate it to best support my main points.” “All in all, I came into SPC 1603 worried of fainting or getting sick in front of my audience. Leaving this class I have to say I definitely don’t get as nervous as I did in my first speech and if I do, as public speaking is never a simple task, I have greatly improved in not openly showing my nerves.” (S.E.)
“I would recommend for the speaker to remember that the other people that are in your class are also feeling the same amount of nervousness and anxiety that you are feeling while they are giving their speech. When I remembered that everyone got nervous when they are giving their speech, I was able to be a little calmer when giving my speech.” “If I was going to take this course over again that thing that I would do differently is to practice my speeches more. I also would want to start a little bit earlier on researching my topics before I choose a topic for the speech. I feel that if I practiced more on my speeches I would be able to make my speeches flow better and also be able to make a better transition into each topic. Also, for researching the topic I might have been able to back my sources and the information that I was giving would be more effective.” “The thing that I appreciate the most from this class is the fact that I feel more confident in my public speaking. At the beginning of the semester, I was regretting signing up for the class and not wanting to speak in front of people. As soon as class started and the lessons continue to be taught I realized that this class wasn’t so bad. I wanted to learn more about public speaking and to overcome my fear of public speaking. This class made that happen. I was able to control my fear and was able to make sure to keep it under control and was able to speak without feeling too nervous. That is why I enjoyed taking this class and am truly sad that it is over.” (N.H.)

“If I had to advise anyone else on how to write a speech, I would say to talk about what you know. It's a bit of a double edged sword, since what may seem like common knowledge to you might be a totally obtuse concept to everyone else, and you'll need some sources to back up what you're talking about. [sic] Even so, speeches are a thousand times easier to write and present when you have a foundation of a background in a topic than if you pick something out of the blue.” (K.M.)

“If I were to take this course again I would take the time to go ahead and read the entire course pack ahead of time and try to keep track of all the items that had to be done. I would also go ahead and take much more time than I had allotted to prepare for a speech and practice it for a a [sic] few days instead of just one or two.” (R.L.C.)

“I would recommend for individuals hoping to become better public speakers to have others watch them practice and give them feedback. Our peers’ opinions are important to us and we remember them well.” (R.T.)

“The most important thing that would help new students would be to inform them of the importance of keeping their Class Participation Tracking Sheet as up to date as possible, since trying to fill out that paper later can become extremely difficult.” (J.C.)

“If I had to give advice to others who want to learn about public speaking, I would tell them that it is a process that cannot be mastered in one speech. It takes time and practice to really give a great speech and the course is really helpful in pointing out what really makes a difference between a good speech and a great speech.” (M.J.)

“This class provides everyone with the skills and rules you need to follow to be a successful public speaker, but the most important thing that everyone should make sure they keep in mind when they enter this class is that being afraid is normal.” (M.A.)
“My advice to others who want to learn about public speaking is do not be afraid to give it your all. Do not be afraid of your classmate’s criticism because they are there for the same reason you are. They want to help you not put you down.” (B.G.)

“My advice for someone else taking this class would be to take the outline and set-up very seriously because the organization is important, and also not to be embarrassed when people give you negative feedback. It’s not really negative – you just need to work on it a little, and your class will be supportive.” (B.P.)

“Although I thought that passion for your speech topic wasn’t very important, it adds a lot more to the speech itself[,] and your true energy, no matter how much you fake it, will always come out and it will definitely [sic] have an impact on the audience.” “If there is one simple advice I can give future students of this course is to talk to the professor about the speech, the topic, the outline, and ask for advice. I know this helped me a lot not only in making the overall quality of my speech better, but also giving me more confidence as I stood in front of the class.” (M.A.)

“The advice I would give to those who want to learn about public speaking is to make sure you are open to constructive criticism. Learning from your mistakes is probably one of the most important thing [sic] when learning to speak in public. If you are not able to take constructive criticism from others then you wont [sic] be able to succeed in public speaking.” “If I were to re-take this class all over again [sic], one thing that I would do differently is write my outlines ahead of time. In order to have a good speech, you cannot just simply write it the night before and then expect to present an “A” worthy speech. You have to write the outline ahead of time, make sure you follow the guidelines, and then practice the speech many times before presenting it. Practicing the speech more would definitely be another thing that I would do more of if I were to re-take this class. For the persuasive and informative speeches, there is a lot of information and facts to memorize and you cant [sic] simply do that by practicing your speech once before class.” (A.S.)

“For future students, my advice is to be yourself. Choose topics that you are comfortable with and will allow you to deliver great information mainly because are you passionate about the topic. It may be nervous presenting to a class, but that is only normal. Utilize every resource given such as feedback and the assignments done in class and you will only continue to improve with your speeches.” (E.S.)

“I learned quite quickly that to give a proper speech, one needs to practice, and that becomes very stressful if you only leave yourself one day. That also goes for specifically learning how the AV equipment works some time before I present.” (J.L.)

“If I were to take this course again, I would do many things differently. I would start off by attending every class no matter what the circumstances because missing one class made a huge impact on the amount of notes I had compared to other students. Not only this, but I would have my speeches ready earlier in advance so that I could be more prepared. Lastly, I would communicate with the professor more and get his feedback because it would only benefit me doing so.” (S.K.)

“To those that wish to pursue public speaking, I urge you to take a course. Everything you want to know cannot be found in a textbook and research. This course has been very beneficial in
illustrating exactly what a speaker is supposed to do, then sufficient time to apply what we learned in the course.” “If I took this course again, I would take it more seriously. I assumed this course would be an easy A, but I there was a lot of assignments and new aspects involved that challenged me. I really should have kept up in the book and attended class more.” (C.S.)

“A little piece of advice for future students read [sic] the book, take good notes and do your best, even if you’re not the world’s greatest public speaker.” (E.C.)

“And just one thing for anyone considering public speaking. [sic] Speak about something you care and are extremely passionate about, because if your [sic] speaking on a topic you don’t care about [sic] why should we?” (R.L.)

In the end, I would say public speaking could be compared to a roller coaster. It’s scary right before the plunge, but once the ride starts it’s not that bad. You might even enjoy yourself. (T. D.)
# Speech Rubric Grading Categories 2012-2013

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Effective (90-100%)</th>
<th>Adequate (80-89%)</th>
<th>Poor (70-79%)</th>
<th>Not Accomplished (&lt;=60)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic choice</strong></td>
<td>- Topic was appropriate for general and specific speech purposes</td>
<td>- Topic choice was only adequate to fulfill requirement of general speech purposes</td>
<td>- Failed to follow general speech purpose guidelines</td>
<td>- No topic mentioned in introduction</td>
</tr>
<tr>
<td><strong>Open with Impact</strong></td>
<td>- Captured audience attention and established strong message relevance</td>
<td>- Focused attention and described relevance of message</td>
<td>- Failed to focus audience attention and/or establish relevance</td>
<td>- No attention / impact statement</td>
</tr>
<tr>
<td><strong>Thesis</strong></td>
<td>- Clear and effectively narrowed, articulated and stated expectation of audience; (e.g., “By end of this speech…”)</td>
<td>- Stated thesis but forgot expectation of audience</td>
<td>- Thesis was unclear, unspecific, unfocused</td>
<td>- No thesis</td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
<td>- Topic demonstrated to be specifically and unmistakably relevant to this audience</td>
<td>- Topic had marginal or some relevance to audience, or only significantly relevant to some members of the audience</td>
<td>- Topic irrelevant to most of audience</td>
<td>- Topic completely irrelevant or no relevance demonstrated</td>
</tr>
<tr>
<td><strong>Preview</strong></td>
<td>- Clearly identified and described main points</td>
<td>- Preview identified main points but forgot to describe each</td>
<td>- Preview unclear as to specific main points and contents</td>
<td>- Preview not executed</td>
</tr>
</tbody>
</table>
## SPC1603 Coursepack

<table>
<thead>
<tr>
<th>Body of Speech</th>
<th>Effective (90-100%)</th>
<th>Adequate (80-89%)</th>
<th>Poor (70-79%)</th>
<th>Not Accomplished (&lt;=60)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Organizational pattern was appropriate for the message but didn’t follow clear pattern for speech purpose</td>
<td>Details/evidence/logic were only sufficient for all 3 main points</td>
<td>The organizational pattern was unclear or inappropriate for speech purpose</td>
<td>Points were unstructured and disorganized to the point of confusion</td>
</tr>
<tr>
<td><strong>Main Point Content</strong></td>
<td>Exceptional support of topic in 3 Main Points</td>
<td>Subpoints only sufficient in supporting specific main points</td>
<td>Some points were not fully developed or supported and/or argument contained logical fallacies</td>
<td>Little or no support; message content was weak; argument was not substantiated</td>
</tr>
<tr>
<td><strong>Subpoint Content</strong></td>
<td>Effective main point information, evidence, logic supported in sub point content</td>
<td>External sources of information were cited orally and appropriately</td>
<td>Subpoints did not support main point title thoroughly</td>
<td>Subpoint content vague and arguments not substantiated</td>
</tr>
<tr>
<td><strong>Oral citations</strong></td>
<td>External sources of information were cited orally in a manner that was clear, complete, and appropriate for the audience</td>
<td>External sources of information were cited orally and appropriately</td>
<td>External sources of information were not always cited orally or were cited in a manner that was inadequate</td>
<td>No external sources of information were cited orally</td>
</tr>
</tbody>
</table>

## Transitions and Signposts

<table>
<thead>
<tr>
<th><strong>Transitions and Signposts</strong></th>
<th>Included verbal transitions between main ideas and reinforced them with non-verbal action or movement to aid audience listening</th>
<th>Used transitions but minimal non-verbal reinforcement</th>
<th>Poor transitions and ineffective non-verbal reinforcement</th>
<th>No transitions or non-verbal reinforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Included</strong></td>
<td>Announced each main point clearly</td>
<td>Adequate recap of content</td>
<td>Poor recap of main point content</td>
<td>No Signposts</td>
</tr>
<tr>
<td><strong>Effectively recapped</strong></td>
<td>Effectively recapped previous content and connected to new main point</td>
<td>Included either recap or announcement, but not both</td>
<td>Poor announcement of main point</td>
<td>No recap or announcement of next main point</td>
</tr>
<tr>
<td>Effective (90-100%)</td>
<td>Adequate (80-89%)</td>
<td>Poor (70-79%)</td>
<td>Not Accomplished (&lt;=60)</td>
<td></td>
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<tr>
<td>---------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary and Call to Action</td>
<td>Summary contained a only vague description of supporting materials in speech</td>
<td>Incomplete or poorly articulated summary of content</td>
<td>Summary was abrupt or omitted speech materials</td>
<td></td>
</tr>
<tr>
<td>- Effective and complete summary recap of specific supporting material contained in the speech</td>
<td>- Only weak call to action with minimal audience agreement</td>
<td>- Confusing call to action with no audience agreement and reduced the effectiveness of the message</td>
<td>- No call to action</td>
<td></td>
</tr>
<tr>
<td>- Effective call to action gaining strong audience agreement for speaker’s position</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>Visual Aids</strong> |                  |               |                        |
| Visual Aids Design and Execution | Satisfactory use of design rules | Poor design of visual aids | No visual aids used unreadable |
| - Excellent design and use of visual aid design rules | - Adequate support of the message | - Presentational aids were sometimes | - Did not support message |
| - Added significant support to the message | - Speaker showed minimal evidence of delivery practice with visual aids | - Needed more practice with usage | - Speaker was unprepared |
| - Speaker demonstrated fluent mastery of visual aids and/or technology usage | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th>Effective (90-100%)</th>
<th>Adequate (80-89%)</th>
<th>Poor (70-79%)</th>
<th>Not Accomplished (&lt;=60)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delivery</strong></td>
<td><em>Extemporaneous Delivery</em></td>
<td>• Voice was generally conversational; rate, volume, and inflection were sufficiently varied; only a few verbal non-fluencies</td>
<td>• Voice was monotone or not conversational; non-fluencies were distracting</td>
<td>• Inaudible; poor diction and/or excessive verbal non-fluencies</td>
</tr>
<tr>
<td></td>
<td>• Voice was generally conversational; rate, volume, and inflection were sufficiently varied; only a few verbal non-fluencies</td>
<td>• Speaker made eye contact with the audience most of the time</td>
<td>• Speaker frequently looked away and lost eye contact with the audience</td>
<td>• Little or no eye contact with the audience</td>
</tr>
<tr>
<td></td>
<td>• Speaker maintained direct and sustained eye contact with the audience throughout the speech</td>
<td>• Gestures and movement were usually effective</td>
<td>• Gestures and movement were extremely limited or inhibited</td>
<td>• Few or no gestures and/or movement</td>
</tr>
<tr>
<td></td>
<td>• Natural gestures and movement reinforced the message</td>
<td>• Adequate use of immediacy and interaction with entire zone</td>
<td>• Poor use of immediacy, audience interaction, entire zone</td>
<td>• Lack of immediacy, interaction, entire zone seriously reduced speaker effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Excellent audience immediacy and continuous interaction using entire zone of interaction</td>
<td>• Speaker used notes discreetly</td>
<td>• Speaker was reading from notes or had memorized much of the content</td>
<td>• Speaker notes became an extreme distraction</td>
</tr>
<tr>
<td></td>
<td>• Speaker notes were minimal and not distracting; no evidence of memorization or reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaker Credibility</strong></td>
<td><em>Speaker Established their credibility</em></td>
<td>• Adequate audience interaction that established speaker credibility</td>
<td>• Poor audience interaction that established speaker credibility</td>
<td>• No interaction that established speaker credibility</td>
</tr>
<tr>
<td></td>
<td>• Excellent audience interaction that established speaker credibility</td>
<td>• Adequate topic knowledge</td>
<td>• Poor topic knowledge</td>
<td>• No topic knowledge</td>
</tr>
<tr>
<td></td>
<td>• Excellent topic knowledge</td>
<td>• Average vocal delivery with minimal nonfluencies</td>
<td>• Poor vocal delivery with many nonfluencies</td>
<td>• No vocal delivery with distracting amount of nonfluencies</td>
</tr>
<tr>
<td></td>
<td>• Excellent vocal delivery with minimal nonfluencies</td>
<td>• Adequate appearance</td>
<td>• Poor appearance</td>
<td>• Messy appearance</td>
</tr>
<tr>
<td></td>
<td>• Excellent appearance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Criteria for a C Speech

1) Ability to choose and narrow a topic appropriately for the audience and occasion

The C speech should:
- Conform to the kind of speech assigned (informative, persuasive, etc.)
- Conform to the time limit
- Have a clear specific purpose
- Relate the topic to the audience in some clear way

2) Ability to develop a clear thesis statement and organizational pattern

The C speech should:
- Have a clear specific central idea
- Have an identifiable introduction, body and conclusion
- Display a clear organizational pattern
- Include transitions between points
- Be written into standard outline format

3) Ability to assemble and use effective and sufficient supporting materials

The C speech should:
- Be developed with appropriate supporting materials
- Cite sources orally in the speech
- Include the minimum number of *valid* sources appropriate to the topic
- Include a works cited page following APA or MLA documentation style

4) Ability to use nonverbal behaviors

The C speech should:
- Show reasonable directness and competence in delivery
- Lack distracting postural, gestural or movement mannerisms
- Maintains more eye contact with audience than with notes, the wall, or the ceiling
- Be free of vocalized pauses (“um’s”, “uh’s”, “you knows”, etc.)

5) Ability to choose, pronounce, and articulate grammatically correct language

The C speech should:
- Be free of serious errors in grammar, pronunciation and word usage
- Contain language that accurately and clearly expresses your idea
Criteria for a B Speech:

1) Ability to choose and narrow a topic appropriately for the audience and occasion

   The B speech should:
   - Conform to the kind of speech assigned (informative, persuasive, etc.)
   - Conform to the time limit
   - Have a clear specific purpose
   - Relate the topic to the audience in some clear way
   - Deal with a challenging topic
   - Spend more time and effort spent on relating the topic to the audience

2) Ability to develop a clear thesis statement and organizational pattern

   The B speech should:
   - Have a clear specific central idea
   - Have an identifiable introduction, body and conclusion
   - Have an introduction that captures the audience’s attention, establishes your credibility on the topic, and previews the development of the topic.
   - Have a conclusion that fulfills the minimum essentials (summary of main theme, points, etc.)
   - Display a clear organizational pattern
   - Display clear organization of main points and supporting materials that is closely related to the central theme
   - Include transitions between points
   - Exhibit proficient use of transitions, internal previews, internal summaries and signposts
   - Be written into standard outline format

3) Ability to assemble and use effective and sufficient supporting materials

   The B speech should:
   - Be developed with appropriate supporting materials
   - Cite sources orally in the speech
   - Include the minimum number of valid sources appropriate to the topic
   - Include a works cited page following APA or MLA documentation style
   - Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency.
   - Employ a wider variety of interesting support materials (anecdotes, examples, visual aids, etc.)

4) Ability to use nonverbal behaviors

   The B speech should:
   - Show reasonable directness and competence in delivery
   - Lack distracting postural, gestural or movement manerisms
   - Maintain more eye contact with audience than with notes, the wall, or the ceiling
   - Have very few vocalized pauses (“um’s”, “uh’s”, “you knows”, etc.)
   - Be delivered skillfully enough so as not to distract attention from the speaker’s message.
   - Be more animated and fluid
   - Be delivered with good posture and naturally expressive gestures
   - Be delivered with expressive and emphatic tone of voice
5) Ability to choose, pronounce, and articulate grammatically correct language

The B speech should:
- Be free of serious errors in grammar, pronunciation and word usage
- Contain language that accurately and clearly expresses your idea
- Contain elements of vividness and special interest in the use of language
Criteria for an A Speech

1) Ability to choose and narrow a topic appropriately for the audience and occasion

   The A speech should:
   • Conform to the kind of speech assigned (informative, persuasive, etc.)
   • Conform to the time limit
   • Have a clear specific purpose
   • Relate the topic to the audience in some clear way
   • Deal with a challenging topic
   • Spend more time and effort spent on relating the topic to the audience
   • **Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience**

2) Ability to develop a clear thesis statement and organizational pattern

   The A speech should:
   • Have a clear specific central idea
   • Have an identifiable introduction, body and conclusion
   • Have an introduction that captures the audience’s attention, establishes your credibility on the topic, and previews the development of the topic
   • **Have an introduction that actively involves the audience making them want to hear more**
   • Have a conclusion that fulfills the minimum essentials (summary of main theme, points, etc.)
   • **Have a conclusion that gives the speech a sense of IMPACT and forcefulness**
   • Display a clear organizational pattern
   • Display clear organization of main points and supporting materials that is closely related to the central theme
   • **Contain main points that are memorable**
   • Include transitions between points
   • Exhibit proficient use of transitions, internal previews, internal summaries and signposts.
   • **Include transitions between points that are varied and fluent**
   • Be written into standard outline format

3) Ability to assemble and use effective and sufficient supporting materials

   The A speech should:
   • Be developed with appropriate supporting materials
   • Cite sources orally in the speech
   • Include the minimum number of *valid* sources appropriate to the topic
   • Include a works cited page following APA or MLA documentation style
   • Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency.
   • Employ a wider variety of interesting support materials (anecdotes, examples, visual aids, etc.)
   • **Sustain positive interest, feeling and/or commitment among the audience**
   • **Contain analysis of the subject that is unusual, insightful, novel, or unexpected**
   • **Contain evidence that is especially well adapted to the particular audience**

4) Ability to use nonverbal behaviors

   The A speech should:
   • Show reasonable directness and competence in delivery
• Lack distracting postural, gestural or movement mannerisms
• Maintain more eye contact with audience than with notes, the wall, or the ceiling
• Be free of vocalized pauses (“um’s”, “uh’s”, “you knows”, etc.)
• Be delivered skillfully enough so as not to distract attention from the speaker’s message.
• Be more animated and fluid
• Be delivered with good posture/movement and naturally expressive gestures that help maintain interest in the speech
• Be delivered in an expressive and emphatic tone of voice
• Be delivered in a fluent, polished manner that strengthens the impact of the speaker’s message

5) Ability to choose, pronounce, and articulate grammatically correct language

The A speech should:
• Be free of serious errors in grammar, pronunciation and word usage
• Contain language that accurately and clearly expresses your idea
• Contain elements of vividness and special interest in the use of language
• Contain imagery or extended metaphor
Comments for Grading Guidelines
Here are some thoughts on grading styles and criteria that you may find useful.

Introduction
A lot of what we look for here are ways in which you gain the audience’s attention. The “How many of you...” question at the beginning doesn’t normally carry a great deal of impact. Do you open with impact—in other words, have you really gotten the audience’s attention? Have you shown specific relevance to this audience? Are your thesis and preview statements clearly stated? Consider previewing your main points visually for even more impact.

Transitions
Clear? Do they take us from the introduction to the body, from point to point, and from the body to the conclusion? Do you use internal summaries?

Body
Do the points logically flow together, and do you use sound logic to convince us? Do you cite out loud at least two different strongly supporting pieces of evidence per main point?

Delivery
Appearance—gentlemen (A: suit, tie, & appropriate shoes; or attire appropriate specific to your speech); ladies (A: dress, business suit & appropriate shoes; nice blouse and slacks; clothing generally covering area from “shoulders to knees”; or attire appropriate specific to your speech).

Language Use—clear terms, anything unclear defined? No slang or colloquialisms. Avoided filler words like “um,” “you know,” “basically,” “like,” “stuff,” and “’kay.” Appropriate vocabulary used. Higher grades are for skilled use of alliteration, assonance, rhyme, metaphor, etc.

Conversational Voice Tone—excellent volume and conversational speaking style vocal dynamics; use of pauses where appropriate, as well as appropriate loudness and softness, peaks and valleys.

Eye contact—made with each member of the audience? Did you remember your corners?

Gestures, proxemics—did you use your hands and body effectively? Was your use of the room effective?

Use of notes—did you simply glance at your notes for reference so that they were hardly noticeable?

Use of presentational aids—are they “profitable”? Did they add to your speech in a meaningful way? Did you use the lights effectively? Did you put the presentational aid away when you were done with it?

Overall preparation—did you spend time putting your speech together, and does it show? Does it look like you just threw your speech together? Did you consult me for additional ideas?
The “bottom line”: are you conversational, compelling, clear, and concise?

Conclusion
Did you close with impact? Most students miss opportunities here. Does the closing impact match or exceed your opening impact? Did you take the time to leave us with a *hay baler* (everything tied up nicely) and a *haymaker* (a last punch with impact)?

Effectiveness
How effective were you in communicating your information? Did you accomplish your specific purpose? There can also be an intangible quality here in that it’s possible to be effective even when you may do some things wrong technically. For your persuasive speech, did you persuade us?

Outline
Did you give you instructor full sentences for each main point and subpoint, developed main points and subpoints, excellent supporting materials shown with your points, a clear logical flow, marked transitions, and a clear bibliography with excellent sources?
Plagiarism and Citing Sources

By now we’re sure you’ve heard about instances of plagiarism: someone lifts something from the Internet as their own, cuts and pastes an article from a website, or even downloads a paper for a price. Literary plagiarism is easy to check and catch given the right tools, but what about speeches? What about plagiarism there?

It may be obvious that downloading someone else’s speech and presenting it as your own is unethical. But what you may not know is that not citing your sources out loud in your speech with the points they support can be plagiarism just the same. Why? Suppose you find interesting information from the National Geographic website on African bonobos. You tell us all about them in your informative speech. Now, you have references listed on your outline, but you didn’t mention a thing about them in your speech. For all your audience knows, you are an expert in African bonobos because you have unintentionally given them no reason to think otherwise.

You may be thinking, “Hey! I cited my sources in my outline! Isn’t that enough?” You’re right, there they are on your outline—but what does your audience know about your outline? Do they know where your information comes from? Are you going to give them a copy of your bibliography? (Don’t do it—usually a bad idea.) For an English paper, it can be simple to write an essay on bonobos and tack at the end of your paper a compiled bibliography of all the sources you’ve used in your essay. In a speech, however, it doesn’t work that way. Your audience doesn’t have your outline, much less your bibliography, so there’s no way for them to check your references and know what piece of information goes with what. Also, “citation clumping” at the end of your speeches (e.g., “…and here’s a slide that lists all my references…”) doesn’t work in public speaking, either. We won’t know which sources go with which points you’ve made.

What Do We Expect of You?

Our expectation for you is to 1) do your own work and 2) cite your sources out loud in your speeches with the points that you make. A general formula for this is

Author + author’s credentials + description of source publication.

For example, we’d expect to hear something like, “According to Dr. James Potbottom, a zoologist at the National Zoo in Washington, D.C. who’s an African wildlife expert specializing in primates for over thirty years, he mentions on his ‘Primates’ column on the National Zoo’s website that….“ Now we know who the source of this information is and where this information comes from, and we can clearly see the credibility of your source. Here, you’ve also cited the information with the point you’re making, not citing it paragraphs down the road. All this is much better than, “I found this on double-you-double-you-double-you-dot-national-zoo-dot-gov-slash-tilde-primates-slash-percent-two-oh-bonobo-dot-h-t-m-l.” Please note: you will lose points if you fail to cite your sources. Also, we do expect you to have a references list at the end of your outline. I do want to know from where your information specifically comes. We will automatically deduct five percent of your grade if you do not turn in a bibliography on your outline.
Additionally, it is our expectation that all written work you turn in (with exception of outline checklists, self-evaluation papers and speech topic sheets) will also concurrently be submitted to Turnitin.com.

If you have further questions about plagiarism, see your instructor. Here are the relevant portions of the UCF Golden Rule:

12. Student Academic Behavior

A. Academic Behavior Standards

UCF is committed to a policy of honesty in academic affairs. Conduct that comprises a breach of this policy may result in academic action and disciplinary action. Academic action affects student assignments, examinations or grades. Disciplinary action affects student enrollment status.

1. Violations of student academic behavior standards on the undergraduate and graduate level include, but are not limited to, the following:
   a. Cheating whereby non-permissible written, visual or oral assistance including that obtained from another student or another source is utilized on examinations, course assignments or projects. The unauthorized possession or use of examination or course related material shall also constitute cheating.
   b. Plagiarism whereby another’s work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
   c. A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable.
   d. The actions described here do not apply to alleged violations arriving from the production of theses or dissertations. Such alleged violations are handled by the Office of Graduate Studies as outlined in section B(6) below.

2. Academic Action
   Action by the instructor:
   a. When an instructor becomes aware of an alleged violation of student academic behavior standards and before any academic action is taken, the instructor shall inform the student of the violation, citing the information on which the allegation is based. The instructor shall give the student the opportunity to respond in defense. If the instructor continues to believe a violation of academic behavior has occurred, the instructor in consultation with the unit head shall duly inform the student in writing of the academic action being taken and the reason for such action. Reports of the initial violation and the final academic action report shall also be sent to the Director of the Office of Student Rights and Responsibilities (OSRR) or designee.
   b. In response to an alleged violation of the student academic behavior standards, the instructor, along with the unit head, shall take appropriate measures ranging from counseling to an academic action (loss of credit in a specific assignment, examination or project; failure of the course; or removal of the offender from the course with a grade of “F”) to a recommendation for disciplinary action forwarded to the Director of the OSRR or designee. If a student is found to have multiple infractions, OSRR may recommend additional action.
   c. Should an alleged violation of academic behavior standards arise before the withdrawal deadline in a term, the instructor shall notify the unit head who will notify the registrar that the student shall not be withdrawn from the course in question. Only a written release from the instructor of the authorized party deciding a student appeal will permit withdrawal. However, if
the student appeals the academic action and desires to withdraw from the course, the process shall be initiated by the student immediately in the normal University manner. Such withdrawal requests will be held in abeyance until a ruling on an appeal is obtained. If resolved in favor of the student, the withdrawal request will be processed at the time. The individual empowered to rule on the student appeal shall appropriately notify both the registrar and the Director of the OSRR or designee of the outcome.

3. Coordination of Academic and Disciplinary Action
   a. When an instructor initiates academic action as the result of the student’s alleged violation of academic behavior standards, the academic action will be processed before any disciplinary action is sought. At the time of the final academic action report, the instructor can recommend, through the unit head and college dean or designee to the Director of the OSRR or designee, that disciplinary action should be pursued by means of the Student Conduct Review Process.
   b. When information concerning an alleged violation of academic standards is received by the Director of the OSRR or designee from somewhere other than instructional sources (e.g. other students, University police, etc.), the Director or designee shall inform the dean or designee of the college in which the violation allegedly took place. The college dean or designee shall inform the unit head, who, in turn, will notify any affected instructor. The instructor, in consultation with the unit head, will then determine if an academic action is appropriate. At the time of the final academic action report, the instructor can recommend through the unit head and college dean or designee to the Director of the OSRR or designee, that disciplinary action should be pursued by means of the Student Conduct Review Process.
   c. In the case of multiple or aggravated violations of academic behavior standards, the Director of the OSRR or designee shall initiate disciplinary action based on information contained in University records upon consultation with the college dean or designee.
TurnItIn.com

The good news is that some students ask, “Why would we need to turn in our speech outlines to TurnItIn.com? How can you cheat an outline?” Bless you if you are one of those who can’t imagine either how to do that, or that students do that! But alarming numbers of students choose not to do their own work, and we must increasingly challenge students on whether or not they have done their own work, so we must take some measures to desist such activity.

TurnItIn.com is a simple-to-use system that checks student work both against the Internet as well as previously turned in papers. It tells us quickly whether or not students have simply turned in another student’s work, cut and pasted Internet information without any designation or attribution, or have largely done their own work. You will submit your work to TurnItIn.com via a clearly marked link on the class website.
Late Assignment Policy

Paper assignments are considered late at any point after the end of class on the due date. All electronic submissions are considered late after the date and time indicated on Webcourses.

Your instructor will accept late work up to a week after the due date for 50% credit. After one week, no late work will be accepted.

Your speech outlines are required to be turned in to the link on the class homepage to turnitin.com three days before you speak.

Note: Webcourses sometimes shows a date due for the outline that will be later than when your outline is due (because there is no way to stagger due dates in Webcourses). If there is a conflict between a Webcourses date and a syllabus date, the syllabus date trumps (takes preference over) the Webcourses date. If you do not turn in your outline by one week past your speech date, your speech automatically fails.

Special Note: Your planning sheets are due on the date indicated. Sheets turned in under 1 week prior to your speaking date results in a letter grade deduction!
Speech Day Protocol

When it’s your day to speak, you should have put in lots of preparation and effort to make your speech happen. You should have practiced your speech at least five times through. When all is ready to go, here are some things you need to know and bring:

- Before class, upload your outline to the Turnitin.com link on the course website three days prior to your speech, with your outline checklist attached, to the Assignments tab.
- Your topic sheet should be turned in 1 week before you speak. Any changes (or no sheets turned in) result in a letter grade deduction!
- Have your notes ready. I do not collect your notes: these are for you to use as you need them. However, make sure you have them ready and they are organized to your liking.
  - Suggestion #1: number your notecards not only ordinally, but out of how many as well (e.g., 1/7, 2/7, 3/7, … ,7/7).
  - Suggestion #2: use phrases rather than sentences on your notes. If you don’t, it’ll be obvious that you’re reading from your notes as opposed to engaging your audience.
  - Suggestion #3: have a card for your intro, a card for each main point, and a card for your conclusion.
- Make sure your attire reflects your speaking goals. Even though you are speaking to your college peers, I want you to treat the audience as if they were a professional audience. This will be especially important for your persuasive speech.
- Remember: nervousness is normal. Allow yourself to be nervous; that way you won’t be surprised when you are.
- Write your name on the board next to your speaker number.
- Make sure any presentational media are cued and ready to go.
- Make sure the videocamera is aligned to you.
- Tap “REC” on the console and make sure the light turns RED.
- Make sure you make eye contact with the person timing your speech before you speak. Let the timer know how you would like your time displayed. (The timecards accrue in :30 intervals.)
  - Remember: your goal should be neither to go over nor under the time limit! Example: if it’s a 3-5 minute speech and you see the “4:00” sign, you know you should be starting your conclusion.
- Wait for the cue from me before you begin. Usually I need to get a few things ready.
- Once you have finished your speech, remain up at the front, as there will be a brief opportunity to receive oral feedback.
  - This will be videorecorded as well, so in case you aren’t able to hear it (post-speech release), it will be on the digital recording available for you.
  - Everyone will have a chance to hear positive elements of their speech and places where they may improve for the next speech.
  - You will also receive written feedback in terms of peer critique sheets and my evaluation.
- Once the feedback is complete, you may return to your seat.

But what if I’m not speaking?

If you’re not speaking on a day we’re doing speeches, your attendance is crucial.
Speakers need an audience, and so you as an audience member will give solid feedback that will both encourage the speaker and help the speaker to improve.

You will give feedback to your group members via the class website. You’ll use pages from the coursepack for your notes, which you’ll turn in to feedback on the discussions board on the class website for your group. You’ll give feedback there as well as fill out a rubric that matches your paper rubric you completed in class.

In the unthinkable event that you come late to class, wait until the applause (i.e., the speaker has finished) before you enter the room. It is considered bad form to interrupt a speaker while they are speaking by late entrances and cell phone rings.
Writing Effective Feedback Comments

After you see your group members speak and you have taken notes on their speeches, give the speakers a written critique of their speeches. On the Discussions tab in Webcourses, you will see your group number. In your group number you should find your group members. Underneath the members that spoke, post a thread that discusses where the students did well and where the students could improve.

You should aim for about two full paragraphs (250 words total) of helpful, encouraging feedback as well as specific elements they should focus their attention on for the next speaking engagement. Your posts will be graded as follows:

<table>
<thead>
<tr>
<th>Feedback Quality</th>
<th>Needs Improvement (0 pts)</th>
<th>Meets Expectations (1-2 pts)</th>
<th>Exceptional (3 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Little to no helpful comments. Trite sayings. Purely pep talk or flaming.</td>
<td>Gives adequate praise OR criticism to speaker; mentions a few strengths and weaknesses.</td>
<td>Gives high quality praise AND criticism to speaker; mentions numerous strengths and weaknesses; provides specific and significant detail on strong areas as well as areas in which to improve; includes time stamp from video to accent specific points.</td>
</tr>
</tbody>
</table>

| Length of Feedback | | |
|--------------------| | |
| No feedback; or, a few phrases. | Fewer than 250 words; or just one full paragraph. | 250 words; two full paragraphs OR MORE. |

Each post is out of a possible 6 points. You also must submit a peer-reviewed rubric ("Rate this post") for each speaker in your group. Failure to submit the rubric will result in a point deduction per post.
Lab Class Participation
Don’t assume these points are yours simply by warming a seat! I encourage you to participate in whatever we’re doing in class so that you, the class, and I all benefit from the experience.

To help you see how this grade will be assessed, take a look at the rubric below.

<table>
<thead>
<tr>
<th></th>
<th>H.C. Exceptional (41-44 pts.)</th>
<th>Effective (36-40 pts.)</th>
<th>Adequate (30-35 pts.)</th>
<th>Poor (26-29 pts.)</th>
<th>Not Accomplished (0-25 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of Oral Peer Feedback Offered</td>
<td>Participates 2 or more times in every class (11/11) feedback session. (18)</td>
<td>Participates once in every class (11/11) feedback session (15)</td>
<td>Participates once per class in (8-10)/11 class feedback sessions (12)</td>
<td>Participates once per class in (2-7)/11 class feedback sessions (9)</td>
<td>Participates in one or no class (0-1/11) discussions. (0)</td>
</tr>
<tr>
<td>Quality of Oral Peer Feedback Offered</td>
<td>Offers both strongly encouraging feedback and helpful criticism to more than your assigned speakers. (18)</td>
<td>Offers both strongly encouraging feedback and helpful criticism to only your assigned speakers. (15)</td>
<td>Offers either strongly encouraging feedback or helpful criticism to speakers. (12)</td>
<td>Offers redundant and/or unhelpful feedback to speakers. (9)</td>
<td>Offers no feedback to peers during oral debriefs. (0)</td>
</tr>
<tr>
<td>Camera/Stopwatch Help</td>
<td>Always volunteers to help run the videocamera or the stopwatch. (8)</td>
<td>Usually volunteers to help run the videocamera or the stopwatch. (6)</td>
<td>Sometimes volunteers to help run the videocamera or the stopwatch. (4)</td>
<td>Rarely volunteers to help run the videocamera or the stopwatch. (2)</td>
<td>Never volunteers to help run the videocamera or the stopwatch. (0)</td>
</tr>
</tbody>
</table>

There are three dimensions to your class participation grade: Frequency of Oral Peer Feedback Offered, Quality of Oral Peer Feedback Offered, and Camera/Stopwatch Help. Each of these four dimensions has a point scale. Thus, you could earn as few as 0 points or as many as 44.

Here’s how this works: Use the following page to keep track of your class participation throughout the semester. You will need to demonstrate to me why you feel you’ve earned the class participation points you have by providing evidence in each category. I encourage you to do this during each speech class rather than at the end of the course.

Note: I reserve the right to have “veto power” over your class participation grade if you give a grade that simply does not represent your activity in the class!

Also Note: You cannot earn 18 in the “Frequency” row if you’ve missed a lab!
<table>
<thead>
<tr>
<th>Date</th>
<th>Frequency of Oral Peer Feedback Offered</th>
<th>Quality of Oral Peer Feedback Offered</th>
<th>Camera / Stopwatch Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/5</td>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/12</td>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/19</td>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/26</td>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/12</td>
<td>T</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>3/19</td>
<td>T</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>3/26</td>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/2</td>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/9</td>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/16</td>
<td>T</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Lab Class Participation Tracking Sheet (Thursday Sections)

<table>
<thead>
<tr>
<th>Date</th>
<th>Frequency of Oral Peer Feedback Offered</th>
<th>Quality of Oral Peer Feedback Offered</th>
<th>Camera / Stopwatch Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 2/7</td>
<td>T 2/7/7</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>T 2/14</td>
<td>T 2/14/7</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>T 2/21</td>
<td>T 2/21/7</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>T 2/28</td>
<td>T 2/28/7</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>T 3/14</td>
<td>T 3/14/7</td>
<td>.</td>
<td>N/A</td>
</tr>
<tr>
<td>T 3/21</td>
<td>T 3/21/7</td>
<td>.</td>
<td>N/A</td>
</tr>
<tr>
<td>T 4/4</td>
<td>T 4/4/7</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>T 4/11</td>
<td>T 4/11/7</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>T 4/18</td>
<td>T 4/18/7</td>
<td>.</td>
<td>.</td>
</tr>
</tbody>
</table>
Lab Class Participation Gradesheet

Circle one grade in each row that best describes your participation in the class. Then, total all the points together by adding the totals of each column and then summing them across.

<table>
<thead>
<tr>
<th>Frequency of Oral Peer Feedback Offered</th>
<th>H.C.</th>
<th>Exceptional (41-44 pts.)</th>
<th>Effective (36-40 pts.)</th>
<th>Adequate (30-35 pts.)</th>
<th>Poor (26-29 pts.)</th>
<th>Not Accomplished (0-25 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates 2 or more times in every class (11/11) feedback session. (18)</td>
<td>Participates once in every class (11/11) feedback session (15)</td>
<td>Participates once per class in (8-10)/11 class feedback sessions (12)</td>
<td>Participates once per class in (2-7)/11 class feedback sessions (9)</td>
<td>Participates in one or no class (0-1/11) discussions. (0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Oral Peer Feedback Offered</td>
<td>Offers both strongly encouraging feedback and helpful criticism to more than your assigned speakers. (18)</td>
<td>Offers both strongly encouraging feedback and helpful criticism to only your assigned speakers. (15)</td>
<td>Offers either strongly encouraging feedback or helpful criticism to speakers. (12)</td>
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<td></td>
</tr>
</tbody>
</table>

Column Point Totals

\[ \text{________+ ________+ ________+ ________+ ________} \]

\[ = \text{Your Total} \quad \text{__________/44} \]

(Sum the columns together above)
### Communication and Behavior Grid

<table>
<thead>
<tr>
<th>Receiver Behavior</th>
<th>Source Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unintentional Behavior (Symptoms)</td>
</tr>
<tr>
<td></td>
<td>Nonverbal</td>
</tr>
<tr>
<td>Not Received</td>
<td>1A</td>
</tr>
<tr>
<td>Received Incidentally</td>
<td>1B</td>
</tr>
<tr>
<td>Attended to</td>
<td>1C</td>
</tr>
</tbody>
</table>

1A
1B
1C
2A
2B
2C
3A
3B
3C

**Sender-Receiver Model:**

**Receiver Model:**

**Communication-Behavior Model:**

Public Speaking 101: A Case Study

It was the first day of graded speeches in Public Speaking 101. Scott, the football team captain and a 4.0 student, was near the end of his speech on the use of steroids in high school athletics. He efficiently reviewed his main points and concluded with a poignant story about a teenager who died because he wanted to play football as well as he possibly could, even if that meant taking drugs to do so.

“Jason Robinson died in pursuit of excellence. There is no need for other youngsters to follow in his footsteps to an early grave.”

His words ended on a quiet note and his classmates tentatively began to applaud before breaking into a loud ovation. Breathing a sigh of relief, Scott gathered his note cards from the lectern and began walking back to his desk in the third row of the classroom. His classmates were obviously impressed.

“Way to go, man! Where’d you learn to talk like that?”

“Geez, I’m glad I don’t have to go next.”

“Was that a true story or did you just make it all up?”

I asked the students to write down their comments on Scott’s critique form while I finished writing my own evaluation. A couple of minutes passed, and students began talking among themselves. I checked my sign-up sheet to see who would be delivering the next speech. It was Lisa. My heart went out to the timid girl sitting two seats away from me. Lisa had registered for my section of Public Speaking 101 last semester but had dropped it before she had to make any oral presentations in the class. I knew she was nervous—probably more so than any of the other students. As she dropped her stack of 4 by 6 note cards and busily tried to reorganize them, a niggling little voice spoke in my mind, “Maybe you should have touched base with her last week to see if she was ready for the assignment.” And then the voice of reason and practicality spoke up, “You don’t have time to spoon-feed every scared student.”

“Okay, Lisa. You’re up next,” I said in what I hoped was an encouraging tone of voice.

A petite, blonde girl wearing wire-rimmed glasses and clasping note cards stood, took a few audible gulps of air, and walked toward the front of the classroom. Twenty-seven pairs of eyes looked in her direction. Lisa cleared her throat and placed the note cards on the lectern as the class had been instructed to do. Her hands immediately grabbed onto the edge of the lectern in a white-knuckled death grip. A flush slowly inched its way from her chest to her throat. As her cheeks turned a blotchy red, she cleared her throat again and began to talk in a faltering, timid voice.

“My speech is on . . . why children who commit violent crimes . . . should be tried as adults in the court system,” she stumbled. “There are three reasons why children who commit violent crimes should have to face adult penalties for their actions . . . “
Lisa got off to a rough start. “How many times have I told the class not to introduce a speech with ‘my speech is about’ or ‘today I want to talk about,’” I asked myself. “Where is the clever attention-getter no speech should be without?”

She continued, “The first reason why children who commit violent crimes should be tried as adults is because . . . “ Lisa fumbled through her preview. As she arranged her note cards, one fell off the lectern and slid under a nearby desk. No one else seemed to notice—except Lisa. She seemed to freeze in time as she apparently wondered whether to retrieve the card or try to continue without it. Her eyes looked scared and wild, like an animal caught by surprise in car headlights on a dark road.

Several seconds passed before Lisa decided what to do. As she stepped out from behind the lectern, she bumped into it and the rest of the cards fluttered to the floor. That mishap was the proverbial last straw. With a dumbstruck expression on her face, Lisa abandoned her search for the lost note card, turned, and ran out of the room. Tears of frustration and embarrassment already stained her blotchy cheeks. The classroom was uncomfortably quiet except for the haunting sound of Lisa’s footsteps running down the tile hallway. With a sinking feeling in my stomach, I looked away from the empty doorway and faced twenty-seven pairs of eyes looking at me.

AS A GROUP, CONSIDER THESE QUESTIONS AFTER READING THE CASE STUDY:

1. What might have caused Lisa to feel/react the way she did?
2. Pretend you were one of her classmates. How would you have felt?
3. What was the instructor’s reaction? How could he or she have prevented Lisa from “falling apart”?
4. What could Lisa have done to prevent reacting the way she did?
5. What advice can you give Lisa to help her prepare for the next speech assignment?
6. How can the instructor/students show support for Lisa when she returns to class?
Purpose and Thesis Statements

Clear purpose and thesis statements are crucial to an effective speech!

Purpose Statements

Purpose statements indirectly answer the question, “How do I want my audience to be changed?” They serve to focus your speech and your energy, as everything you say and do in your speech should be reflected in your purpose statement. It will take the form of an infinitive (“To _____”), it should include to whom you are speaking, and it should express your goal in measurable terms. It is concise, precise, and easily measures your effectiveness as a speaker (i.e., you were effective if you accomplished your specific purpose). Parts of a purpose statement can sometimes be used in a preview statement, but your purpose statement is NOT meant to be expressed verbally.

Thesis Statements

Thesis statements, while similar, are what your speech would be if they were summarized into one sentence. If you could pop your speech into a big pot, simmer it down over a couple days until you get the real concentrated goo that is your speech, THAT’s what your thesis is. It’s the spine of your speech, the main main thing you’re trying to convey. It should reflect your main points and should neatly capture what you’re trying to say. This is what you want your audience to know and walk away with once they’ve heard your speech.

Your instructor should be able to easily determine your main points by looking at either your purpose or your thesis statement, but there should be more detail about your main points in your thesis statement. Therefore, a purpose statement of “To inform about airplanes” is insufficient, and a thesis statement of, “Airplanes fly because of less pressure on top of their wings” is equally insufficient. There should be evidence of each main point in both your thesis and your purpose statements.

How can they be told apart? In general, the purpose statement is like the roadmap and the thesis is the detailed destination. You are speaking your intention of what you wish to accomplish in your purpose statement, and the crux of what you want to say can be found in your thesis. Both should include your main ideas, but your thesis should have more detail about your main points.

These two elements are crucial to a successful speech. Please note that I am asking for more detail for your purpose and thesis statements than your textbook does. It is our conviction that detailed, well-worded purpose and thesis statements will greatly help you in your speech. Everything you say and do for your speech should in some way be reflected in your purpose and thesis statements; therefore, if something is superfluous to this, it detracts from your speech and doesn’t belong there anyway.

(Continued on next page)
Example:

**Topic:** Informative Speech on Antarctica

**Purpose Statement:** To inform the class on the unique ecosystem that defines Antarctica by briefly discussing its climate, history, and wildlife.

**Thesis:** Although it is the driest place on earth, Antarctica is home to more than ____ different kinds of wildlife, and its rich history tells of repeated exploration.

**Main Point I:** Antarctica, actually a desert, is the driest place on earth.

**Main Point II:** Antarctica provides living space for more than ____ different kinds of wildlife on both land and sea.

**Main Point III:** Antarctica has been explored repeatedly since the mid-1800s.

Notice how each main point can be easily found in both the purpose and thesis statements!

Here’s a general formula that we want you to use for putting together a purpose statement:

<table>
<thead>
<tr>
<th>Purpose Statements</th>
<th>Thesis Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forecast where you are going (“Roadmap”)</td>
<td>Encapsulate each of your main points into one succinct sentence (“Detailed Destination”)</td>
</tr>
<tr>
<td>Direct your energy into specific places</td>
<td>Neatly summarize your speech</td>
</tr>
<tr>
<td>Are “in the background”; not overt</td>
<td>Are your speech “in a nutshell”; usually overt</td>
</tr>
<tr>
<td>Set boundaries</td>
<td>Give “color” to your purpose statement</td>
</tr>
<tr>
<td>Set goals</td>
<td>Let your audiences know what they can expect</td>
</tr>
<tr>
<td>Are what you want your audience to “get”</td>
<td>Are the “main thing” you want your audiences to leave with</td>
</tr>
</tbody>
</table>

(Continued on next page)
How should they be presented in a speech?
Typically, we don’t want you to state in your speech, “My purpose is to inform the class....” It’s a boring opening, and usually it takes us a few sentences to get used to your voice and oriented to what you’re saying anyway. So, your purpose statements are more for you and for me. They let us both know what you’re trying to accomplish. But you do give your thesis statement in your introduction. After you open with impact and gain our attention, give your thesis statement that sets up your speech. (On rare occasions, it is better to save your thesis until later...but see me about that.)

Show relevance to your audience
Then show the relevance of your topic and speech to your audience (“Show Relevance to Your Audience”): why should your audience care about your thesis and your speech? If you can’t think of a good reason, then you may want to rethink your topic! Moreover, if you don’t care about your topic, why should we? Then, after you’ve shown that the topic is relevant and worthwhile for your audience to listen to, preview your main points, and set yourself up for your first main point.

For example, one way that we could show Antarctica’s relevance to my audience is to suggest that clean drinking water is important. Antarctica happens to house a significant chunk (about 1/3) of the world’s fresh water supply(!). I could also approach it as a land of endless sunshine (for six months of the year), a place to study the earth’s ozone, a place that once was tropical, a place that holds huge under-ice freshwater lakes, or a place that we really know very little about—whatever most specifically best relates to my specific audience.

Preview
For my preview, we could borrow from my purpose statement so I don’t repeat myself from my thesis: “[Preview:] Today I’m going to tell you about Antarctica’s climate, history, and wildlife. [Transition:] So first, let’s look at a place so cold and desolate, it’s actually a desert.”

If you have questions about this, please see me or email your instructor!
Examples of Purpose and Thesis Statements

Examine the following purpose and thesis statements. Identify strengths and weaknesses of each.

**Topic:** My Job at Burger King
**Purpose Statement:** To inform on my job at Burger King.
**Thesis:** Burger King is a hard place to work.
**Strengths:**

**Weaknesses:**

---

**Topic:** Fuel Cells
**Purpose Statement:** To inform people on how fuel cells work.
**Thesis:** Fuel cells work by converting water into electricity.
**Strengths:**

**Weaknesses:**

---

**Topic:** Linux v. Windows
**Purpose Statement:** To persuade the class that Linux is a more cost-effective operating system for personal computers and to have them install it on their own computers.
**Thesis:** Because Linux is open-source software, Linux constantly improves as people add and change code; moreover, Linux is more stable than Windows, crashes fewer times than Windows, and is free.
**Strengths:**

**Weaknesses:**

---

**Topic:** Don’t Drink and Drive
**Purpose Statement:** To persuade the class not to drink and drive.
**Thesis:** Every year thousands of people die needlessly in alcohol-related automobile crashes; this can be prevented if people choose not to drink and drive.
**Strengths:**

**Weaknesses:**
How to Use the Audio-Visual Equipment in COM 210

It is important that you become familiar with the audio-visual equipment wherever you speak so you’ll know how to use it when your time to speak comes. While it’s ultimately your responsibility to know what the equipment is and how it works, I want to give you a brief “heads up” here.

If you are using the computer or PowerPoint:

- First, make sure the LCD projector is “on.”
  - If it is not, press the Power button on the touch screen.
  - You’ll know it turns on when you see a light and hear the fan begin to spin.
  - If it is not, bear in mind it takes about 60 seconds for the projector to warm up. You may wish to make sure that the projector is on before you speak; a good time to do this is when critiques are going on of the previous speaker.
- Next, choose “Doc Cam”. This will have the screen show the classroom desktop, not what you’re loading on the computer.
- Load your program. Let me strongly suggest that you bring at least two copies of it. It happens every semester that someone’s PowerPoint refuses to load on speech day.
  - The computer best uses jump or thumb drives (portable USB drives).
  - As one form of backup, let me suggest that you email one copy of the program to yourself. You can retrieve it on the Internet from the computer in class.
  - FYI: the computer in class uses Microsoft Office 2010. It should be compatible with all forms of PowerPoint; however, Mac Office has been weird with it.
  - (Note: if you save your program as a slide show (.ppsx), when you click on the program, it will automatically open into your slide show and not PowerPoint.)
  - It’s a good idea to save your program to the class folder on the desktop rather than run it off whatever media on which you have it saved. Of course, when you have finished speaking, remember to erase it from the desktop.
- Put on the computer monitor in front of you exactly what you want the audience to see. What’s on the monitor will be exactly what will be on the large screen.
- Turn out the front row of lights. You’ll see the light switches on the touch screen.
- When you are ready to show your program, press “Computer.”
- Press “Rec” on the black box on the top left of the desktop (“Red Light Recording”).
- The slides will advance with the black cordless mouse or the corded keyboard mouse.

As with all Audio-Visual aids, we strongly recommend that you practice using them before you give your speech! Also, incorporate them into your practice run-throughs so you’re not caught off guard by equipment quirks.
Show Relevance to Your Audience

One of the most important things you can do for your audience is to show them why your speech matters to them. The research is abundantly clear: we tend to pay closer attention to messages that have personal relevance to us and pay much less attention to messages that really don’t affect us. Think about it: President Hitt comes to speak to our class about the need to increase tuition 10%...but it won’t take effect until ten years from now. Would that message matter a great deal to you? Would that change if President Hitt said that the tuition increase would happen next semester?

You should show the topic’s relevance to your audience in the introduction to your speech. Relevance helps audience members answer the questions, “So what?” and “What’s in it for me?” The more you can show your specific audience that your topic is relevant to them, the more likely they will listen carefully to what you have to say. I’d suggest taking at least two or three sentences in your introduction to explain your topic’s relevance to your audience. Hint: The more you can show relevance to specific people in the classroom directly, the better off you’ll be!

Here are some questions to help you think through how to make your topic more relevant to your specific audience:

- Where is your audience now concerning your topic?
- How do you want them to be changed?
- Why aren’t they already changed?
- What are some of your audience’s felt needs?
- How will your speech benefit your audience in the short run? In the long run?
- Why should your audience care about your topic?
- Why do you care about your topic?
- How will your audience be better off knowing the information you present?
- How will our community be better off if we do what you ask?
- Where’s one point where your audience can specifically relate to your topic?
- What’s one feeling or emotion concerning your topic to which your audience can relate?
- What does your audience feel about your topic?
- What does your audience know about your topic?
- What is your audience doing about your topic?
- What will happen to your audience if they don’t do what you’re suggesting?

Use these questions as guidelines as you think through how your speech is relevant to your audience. Remember that the answers to these questions will change as you take your speech to a different audience!
Speech Outlining

Specific Purpose: To enable you to prepare an excellent formal speech outline by discussing proper speech outline format, styles, and construction.

Introduction

I. Open with Impact: Imagine you are going to build a house.
   A. Wouldn’t you want a set of plans before you started construction?
   B. A speech also requires planning.
   C. That’s why each speech should be outlined.

II. Thesis: Excellent speeches utilize correct heading format, different styles for each part of the outline, and sharp outline construction.

III. Show Relevance to Your Audience: Outlining your speech presents several advantages to you:
   A. It enables you to organize your ideas clearly.
   B. It enables you to easily rehearse your presentation.
   C. It enables you to easily revise and refine your speech.

Body

(Preview: Today I will tell you how to prepare a proper heading, how to use proper format, and how to follow basic outlining rules.)

I. Main Point: There are three requirements for the heading.
   A. List your name, the class, and the instructor.
   B. State the title of your speech.
   C. State the specific purpose of the speech.

(Signpost: Now that you know how to prepare the heading, let’s learn how to use standard outlining format.)

II. Main Point: The format requires different styles of numbers and letters for each kind of point as well as a guard against “widows” and “orphans.”
   A. Roman numerals are used for main points.
   B. Subpoints are indicated by capital letters.
      1. Supporting points are indicated by Arabic numerals.
         a. Lowercase letters may be used for further subdivisions.
         b. There should always be a “b” to match an “a.”
      2. There should always be a “2” to match a “1.”
   C. There should always be a “B” to match an “A.”
D. The preview and the signposts between main points should be written in parentheses as illustrated in this sample outline.

(Signpost: You must also understand the rules of outlining, which brings me to my final point.)

III. Main Point: Several rules should be followed in outlining regarding outline construction, use of complete sentences, source citation, and final publishing.
   A. Divide your outline into the introduction, body, and conclusion.
      1. Begin each section with Roman numeral I.
      2. The introduction has three parts.
         a. It should open with impact.
         b. It should have a thesis statement.
         c. It should connect with the audience.
      3. The body contains the preview, main points, and the signposts.
      4. The conclusion has two parts.
         a. It should summarize the main points.
         b. It should close with impact.
   B. Use complete sentences throughout the outline.
      1. Some items such as lists do not require complete sentences.
      2. Also, some parts of a larger whole sometimes do not require complete sentences.
   C. When citing sources, put the author’s name and date in parentheses after the point (American Psychological Association, 1994).
      1. If you are quoting directly, also include the page number (American Psychological Association, 1994, p. 69).
      2. Include the full source citation in your references.
   D. Prepare your outline on a word processor.

Conclusion

I. Summarize: In conclusion, correct speech outlining involves a few simple principles.
   A. You must have a proper heading.
   B. You must follow standard outlining format.
   C. You must use complete sentences, develop two to three main points, and use proper source citation.

II. Close with Impact: Best to you on your first assignment!

References

Outline Grading Guide

We are somewhat fastidious when it comes to your outlines, so here are some tips on how to achieve strong outlines and get good grades.

For starters, make sure they look like the coursepack examples—they are there for a reason! Those are examples that to me are excellent, “A” work. Outstanding “A” outlines to me typically

- Have full sentences throughout the outline (at least through the third level)
- Have clear associations with sources at each subpoint
- Include clear transition statements
- Have clear purpose and thesis statements and a strong introduction
- Have clear vision to show the speech’s relevance to the audience
- Show careful point development
- Follow the outline checklist.

To illustrate, here’s a snapshot from Sample Outline 2:

<table>
<thead>
<tr>
<th>Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Signpost: But I’ll start by telling you how and why the chip tracks your progress on your computer.)</td>
</tr>
<tr>
<td>I. Main Point: The Pentium III chip is capable of tracking you on the Internet due to a simple serial number encoded on every chip (<a href="http://www.intel.com">http://www.intel.com</a>).</td>
</tr>
<tr>
<td>A. Unlike normal serial numbers the Personal Serial Number (PSN) is written directly into the silicon of the chip (Dr. Norman Bellbottom, personal interview, 12 Dec. 1999).</td>
</tr>
<tr>
<td>B. When a person goes on to the Internet, certain websites can read that computer’s PSN and detect that you have been to that website (“Big Brother 1999?” New York Times, 15 Dec. 1999).</td>
</tr>
<tr>
<td>C. Intel says that the serial number is there with good intentions, but we’ll talk about that later (<a href="http://www.intel.com">http://www.intel.com</a>).</td>
</tr>
</tbody>
</table>

(Signpost: The chip’s tracking you may not bother you until you realize the effects this can have.)

II. Main Point: The Pentium III’s tracking abilities can make you subject to things against your will.

Notice how the subpoints (A, B, & C) are well developed and all fit under Main Point I. (Then, all the main points will develop and fit into the thesis statement.) There are clear transition statements, and sources are obviously marked from where you got your information. Using third level points to expand points is wonderful (not shown here).
**Good “B” outlines** typically are missing a few of the elements above, but still have very strong qualities to them. For example,

**Thesis:** Pentium III computers have serial tracking devices that should be turned off.

...[cut out for clarity]...

**Body**

I. **Main Point:** The Pentium III’s chip has a tracking device.
   A. The serial number is located on the chip (www.intel.com).
   B. Websites can check the chip’s number (www.intel.com).
   C. Intel has good reasons ([www.intel.com](http://www.intel.com)).

II. **Main Point:** People can use the serial number against your will.

Now, there are full sentences in this outline, and that’s great. But we want to see more development than what’s offered here. Also, notice that points A, B, and C have, in this case, the same source cited along with them. Notice that there is a signpost missing between I.C. and II. Notice that the thesis could be developed more, as it doesn’t seem to incorporate Main Point II. Subpoint C needs more development, also. But it looks neat, and there are good elements here.

**“C” outlines** and below are missing more elements. Usually, there are no full sentences, the thesis is incomplete, or other things are lacking. For example,

**Thesis:** The Pentium III’s chip has a tracking device.

...[cut out for clarity]...

**Body**

A. I will discuss Pentium III’s tracking device.
   1. Serial numbers on chip.
   2. Websites check numbers.
   3. Intel’s reasons.

B. Use against your will.

You should be able to see that the thesis here is lacking, there are no adequate full sentences offered, subpoint 1 isn’t capitalized, and there are no transition statements. It doesn’t follow the outline format (“I. Main Point”) and no sources are listed. The main point “A” is an “intention statement,” not a main point. However, it is typed, and uses at least some form of organization.
Miscellaneous Deductions: Outlines and Speeches
Here are a few other things to consider concerning point deductions and your outlines as well as speeches. Note that some of these may be in addition to a letter grade received on a score sheet.

- Failure to turn in your topic sheet, OR turning in your topic sheet within 1 week (7 days) of speaking:
  - Letter Grade penalty
- Late outline (within 72 hours of speaking):
  - -50% of possible outline grade
- No outline checklist attached to your outline:
  - -2 / -10 pts (for Speech 1/ Speech 2)
- Outline checklist not filled out:
  - -2 / -10 pts (for Speech 1/ Speech 2)
- No “References” or “Works Cited” section on your Persuasive Reductionism Speech outlines:
  - -30 pts (for Speech 2)
- No citations in body of outline to support points
  - Correct example of citations in body:
    - A. Blue penguins are the rarest species of penguins. (Shinur & Cook, 2008, p.23)
  - Incorrect example:
    - A. Blue penguins are the rarest species of penguins.
    - -20 pts (for Speech 2)
- No outline turned in for speech at all @ 1 week past speech presentation date
  - Automatic **50% deduction** on final speech grade.
Sample Outline 1 – Job Artifact Speech

Josie Talksalot
SPC 1016-01
Mr. Stephan Ihde
Tuesday, February 10th, 2009
Job Artifact Speech Outline

My Student Assistant Job at the UCF Creative School for Children

Specific Purpose: To inform my speech class of the significance of my job at the UCF Creative School for Children, how I became a student assistant and what a typical work day is like at the Creative School.

Introduction

I. Open with Impact: I’m assuming you are all currently enrolled in college to obtain your degree and become professionals so that one day in the near future you will hold a fulfilling job that you’ll enjoy waking up for in the morning.

A. That is the principle reason why my job at the Creative School is so valuable and it’s amazing how UCF’s ‘littlest knights’ are able to reinforce my passion for medicine each day.

B. What elements in your life are able to reinforce your future passion?

II. Thesis: My student assistant job at the Creative School has served as a daily reminder of my ultimate life-time goal, it is part of the work-study program at UCF and it’s actually a fun job to have.

III. Show Relevance to Your Audience: For me my student assistant job at the Creative School has guided me through my college career and has served as a guide to my medical future. Tom, I know your job shaped you in your major choice, and Sally, you’ve said that your interest in robotics has led you into electrical engineering. For the rest of you, what in your past or present has guided you through life and has helped you with your long term goals?

Body

(Preview: Today I will share with my classmates how my student assistant job at the Creative School kept me grounded for four years, how I got the job and what a typical day at the Creative School consists of.)

I. Main Point: My job as a student assistant at the Creative School kept me grounded and provided me with a daily reminder of my ultimate long term goal of becoming an Obstetrician/Gynecologist.

A. Being able to experience the educational growth process each child goes through especially the two years old just made my future goals seem like I was heading in the right direction.
B. Interacting with some of the mothers of the children and seeing that they were going to bring another life into the world just made me want to finish my voyage quicker so I could be part of the joy of bringing a new human being onto this earth.

C. The doctor, the firefighter and the airplane pilot dress up suits symbolize the choices the children are given not only at the Creative School but in their lives enabling them to become whatever they choose to be in the future and to always be creative when making their decisions.

(Signpost: Now that I’ve shared the significance of my student assistant job at the Creative School, let me tell you how I got the job.)

II. Main Point: My student assistant job at the Creative School is part of the work-study program at UCF so when I found out that a pre-school was located on campus I went to apply for the job and I’ve been there since freshman year.

A. I had prior experience from my high school’s T-Bred Toddler Tech day care so I wanted to continue working with children during my college career.

B. I went to see the director, Ms. Diebler, I had an interview with her, filled out all the appropriate paper work and a few days later I started my job as a student assistant.

(Signpost: Now that I’ve told you how I got the job, let me tell you what exactly it is that I do that’s so much fun.)

III. Main Point: My job at the Creative School is very different than any other job out there because work is actually relaxing, laid back and most importantly FUN! ;)

A. The faculty and staff are all very sweet and welcoming that you feel right at home.

B. The job varies from day to day but my main tasks are to keep future children enrollment requests, current children files and volunteer information up-to-date and organized so when searching for it at a later date it could be easily found.

C. I also run errands and deliver important documents to parent files in each classroom but all these tasks are self paced and the working environment is very cool, calm and collected.

D. The most important task of each day is working and interacting with the children by having fun while learning.

(Transition: Let me end by recapping my three main points.)
Conclusion

I. Summarize: My four years as a student assistant at the Creative School for Children have served as my stability rock through my voyage of becoming an OB/GYN, was part of the UCF work-study program and work was more of a fun hobby than a job.

II. Close with Impact: As I was borrowing the children’s dress up suits from one of the Creative School classrooms to use as my job artifact one of the children and I had a brief conversation:

Child: “What are you doing?”

Me: “Borrowing these dress up suits for my Job Artifact Speech tomorrow. Is there anything you would like for me to tell my classmates on your behalf?”

Child: “If you take the dress up suits we’ll be sad because we won’t have them to play with.”

Me: “It’s okay, I’ll just have them for a little while, I’ll bring them back by 11:00 AM so you could play with them.”

She turned around and went back to where the rest of the children were. A few moments later she returned and asked me:

Child: “What does speech mean?”

Me: (smirks) “It’s when a person gives a talk to a group of people.”

The EE3 teacher assistant added, “Yes, it’s like when Ms. Smith talks to the class during circle time.”

Visual Aids

A doctor, a firefighter and an airplane pilot dress up suit and hat borrowed from Ms. Escue’s Early Experience 3 (EE3) Creative School for Children classroom.

Note: This was an excellent outline prepared by one of my students from an earlier semester. Some information has been changed to protect the student’s identity.
Sample Outline 2 – Speech of Definition

Josie Speaksalot
SPC 1016-01
Mr. Stephan Ihde
Thursday, March 26th, 2009
Speech of Definition Outline

What Is Neuroplasticity?

Specific Purpose: To inform my speech class what Neuroplasticity means, what a research study done on the brain discovered and how this affects us all now and in the future.

Introduction

I. Open with Impact: (A video clip of neurons making electrical connections will be played). At this precise moment your brains are reacting in a similar way to the clip I just showed. As you listen to me speak your ears pick up my voice and your brain makes sense of it.

   A. According to Dr. Michael Merzenich as we attentively listen to our peers give their speeches we actually become better speakers because we learn as we listen.

   B. The brain is capable of transforming information we listen into knowledge we can use at a later time.

II. Thesis: Neuroplasticity is the brain’s ability to change with new experiences; studies done on the brain have showed that neurons are able to multiply even at old age and by exercising your body you also exercise your brain.

III. Show Relevance to Your Audience: By listening to our peers give their speeches we gain new information and vocabulary that helps us when delivering our own speeches.

   A. As Ms. Alicia stated in her speech if we over use our vocal cords when either speaking or singing all day we may damage them but the brain works in reverse to that, the more we use it the stronger it becomes.
B. Also Mr. Pierre spoke about super computers but the greatest, most powerful computer of all is our “brain.”

Body

(Preview: This morning I will explain to you what Neuroplasticity means, how a research done on cancer patients proved neurons are able to divide and ways in keeping the brain active.)

I. **Main Point:** Neuroplasticity is the brain’s plastic ability to change according to its experiences. (Toga)

   A. When we are born we’re not born with many electrical connections but as we grow and learn how to walk and talk we build new connections. (Merzenich)

   B. Unfortunately as we age some of those connections begin to die but if we stay active and involved in performing difficult tasks we are able to replace and make new electrical connections. (Doidge)

(Signpost: Now that I’ve defined Neuroplasticity, let me tell you about the study done on terminal cancer patients.)

II. **Main Point:** It has been discussed for many years that our brains are born with a limited amount of neurons and as we age those neurons begin to die but a study done on a few terminal cancer patients has changed that notion. (Begley)

   A. According to Ms. Sharon Begley in a study done in the late 90’s on terminally ill cancer patients, scientists were able to prove that neurons are capable of dividing.

   B. In this experiment a dye was injected into the brains of the elderly cancer patients while they were still alive.

      1. Only cells with the capability of dividing would absorb the dye.

      2. Once the patients passed away their brains were examined and they showed that not only did the cancer cells pick up the dye but also some neurons proving that brain cells are able to divide even at old age.
(Signpost: Now that I’ve shared with you how this study proved that brain cells are able to divide even after we get older, let me end by telling you how you can maintain your brain’s plastic power.)

III. **Main Point:** Exercise is great for the body but it’s even greater for the brain. (Begley)

A. The brain is like a muscle that grows with exercise and knowledge.

B. The more difficult tasks you expose the brain to the better it will be as you age.

1. As you perform new tasks a specific region of the brain will begin to work and once you’ve mastered that task a different region of the brain will take over. (MacLeod, Milgram, and Petit)

2. So by keeping the brain physically active and by performing difficult tasks different areas of your brain will always be at work.

3. The more you use one section of the brain the larger it becomes.

4. While performing routine activities your plasticity power is turned “off”. (Coyote)

(Transition: I’ve told you what Neuroplasticity means, what the cancer study showed and how to maintain your brain active.)

**Conclusion**

I. **Summarize:** Neuroplasticity is the brain’s plastic ability to change according to its environment, the study done in the late 90’s on the terminally ill cancer patients demonstrated that neurons are able to divide even at old age and that working out your body is as important as working out your brain.

II. **Close with Impact:** As I mentioned earlier when we are born are brains are not born with many electrical connections but as we begin learning to do new things those connection begin multiplying. As explained by Dr. Michael Merzenich when we begin learning how to use a spoon we need to think about how to get it from the plate to our mouth; will the object on the spoon be heavy, light, hard, liquidly. The brain takes all these factors into consideration and with enough practice using a spoon becomes second nature. So just remember the brain has no limitations so “work it out!”
Works Cited (Bibliography)


The Brain Fitness Program. Ms. Sharon Begley, Mr. Peter Coyote, Dr. Michael Merzenich, Dr. Shannon Moffett, and Dr. Arthur Toga. PBS. WMFE, Florida. 27 Mar. 2008.

Visual Aids

Power point presentation with bullet points of each main point, a few pictures to illustrate the brain and the opening clip on the brain cells electrical communications.

(Note: This excellent outline was prepared by one of my former students. Certain information has been altered to protect the student’s identity.)
Sample Outline 3 – Persuasive Speech

Josie Talksalot
SPC 1600-40
April 14, 2009
Persuasive Speech Outline

Trans Fat

Specific Purpose: To inform my speech class about what trans fat is, about why trans fat is bad for them, and to persuade them pay closer attention to nutrition labels and a product's ingredients as well as to lessen their intake of trans fat.

Introduction

I. Open with Impact: I will ask the class a couple of questions about their knowledge on trans fat.
   A. By a raise of hands, how many of you guys have heard of trans fat?
   B. By another raise of hands, how many of you guys are aware that, on a nutrition label, zero grams of trans fat does not necessarily mean zero grams of trans fat?
      1. According to Dr. George Senkler, a chemistry professor here at the University of Central Florida, the FDA (Food and Drug Administration) declared that “zero trans fat means that a serving of the product contains less than .5 grams of trans fat.”

II. Thesis: Since trans fat is a cheap way of enhancing as well as preserving the taste of food, many companies use it in their products, but the consumption of this delightful concoction can lead to health problems such as heart diseases and cancer; you need to be aware of how to detect if a product contains trans fat and try to lessen your intake of it.

III. Connect with the Audience: As a college student like myself, I am sure that most of you have had to resort to microwavable dinners and peanut butter and jelly sandwiches. Tim, I know you had some leftover pizza for breakfast with some of that goopy sauce! If you have, then learning about trans fat and how you can see if a product contains them can be very beneficial to you.

IV. Preview: Today I want to persuade you guys to pay closer attention to nutrition labels and a product’s ingredients, and to lessen your intake of trans fat by:
   A. Telling you what trans fat is.
   B. Why trans fat is harmful to your health.
   C. How you can tell if a product contains trans fat.

Body

(Signpost: I am going to start off by telling you what trans fat is.)
I. Main Point: According to the U.S Food and Health Administration (FDA), “trans fat is made when manufacturers add hydrogen to vegetable oil—a process called hydrogenation.”
   A. In 1901, the process to hydrogenated vegetable oil was discovered.
      1. Trans fat is formed when food manufacturers turn liquid oils into solid fats (FDA website).
      2. According to Dr. George Senkler, “Fats produced by partial hydrogenation grew quickly to become major source of fat in our diet.”
         a. They became are major part of fat in our diet because of the narrow availability of animal fats.
         b. Another reason trans fats are have become key source of fat in our diets is because they are less expensive.
   B. Also according to Dr. Senkler, these fatty acids are “not recognized by the normal processing mechanisms in the body.”
      1. Since they are not recognized by the body, trans fats stay in your blood stream longer than other cis fats—naturally occurring fats (Dr. Senkler).
      2. Because trans fat remain in your blood stream for longer periods of time, they are also prone to arterial deposit (Dr. Senkler).
   C. Trans fats can be found in foods made or fried in hydrogenated oils.
      1. Some examples of these food are; vegetable shortenings, some margarines, crackers, cookies, and snack foods (FDA website).
      2. According to the FDA, cakes, cookies, crackers, pies, and bread, make up forty percent of the average American adult’s daily trans fat intake.

(Signpost: As I mentioned earlier, trans fats are prone to arterial deposit. So now I am going to be telling you why trans fat is harmful to your health.)

II. Main Point: Trans fat can lead to health problems such as heart diseases and cancer.
   A. Esther Lopez-Garcia of The Journal of Nutrition states that trans fatty acid intake has been associated with a higher risk of cardiovascular disease.
      1. The FDA claims that evidence has shown that consuming trans fat increase your LDL, which is bad cholesterol, amplifying your risk of coronary heart disease.
      2. According to Arne Astrups and his colleagues from The New England Journal of Medicine, “The daily intake of about 5 g of trans fat is associated with a 25 percent increase in the risk of ischemic heart disease. For this reason, it is recommended that the consumption of trans fat be as low as possible.”
   B. The intake of trans fat also increases your chances of developing cancer.
      1. Dr. Mary Enig of the University of Maryland proved that “increased cancer rates were directly associated with total fat intake and vegetable fat intake but not with consumption of animal fat.”
      2. Animal fat, which does not usually contain trans fat, is a healthier alternative.
(Signpost: As I just mentioned, animal fat is a healthier choice. Now I am going to share with you guys how you can tell if a product contains trans fat and give you guys some healthier alternatives so you can decrease your daily trans fat intake.)

III. **Main Point:** By paying attention to nutrition labels and product ingredients, you can lesson your intake of trans fat.

A. Since 2006, the FDA made it mandatory for all products to list on their nutrition label, after saturated fat, if they contain trans fat.
   1. But, as I mentioned in the beginning of my speech, zero grams of trans fat simply means less than .5 grams.
   2. Therefore, looking at a nutrition label is not enough.
B. After reading the nutrition label on a product, you should then read the ingredients.
   1. If you find hydrogenated oil anywhere, it contains trans fat.
   2. An example of this is peanut butter; on the nutrition label you will find zero grams of trans fat, but in the ingredients you will see that peanut butter contains hydrogenated oil.
C. According to the Natural-Health-Information-Centre, there are alternatives to trans fat. For instance, “use only natural vegetable oil or animal-based fats for cooking.”

(Signpost: Even with all this evidence exemplifying how unhealthy trans fat is, some might argue, “so what, it is cheaper.”)

**CounterArgument**

I. According to Dr. Senkler, trans fat are “a lower cost alternative.”
   A. **Rebuttal:** This might be important in the short-run, but what about the long-run when you are paying for medical bills because you have heart disease or cancer?
   B. **Rebuttal:** In this case, the cost does not outweigh the means and there is no logical reason to continue to use hydrogenated oil.

[The student placed the counterarguments all in one point. The student could equally have placed counterarguments within the main points.]

(Signpost: Now I am going to reiterate what I have told you today.)

**Conclusion**

I. **Summarize:** In conclusion, I have told you what trans fat is, how trans fat is harmful to your health, and how you can tell if a product contains trans fat as well as alternatives to using trans fat. I hope that I have made you aware of the dangers associated with too much intake of trans fat, and that you will become more aware of nutrition label and ingredients.

II. **Close with Impact:** Now I just want to wrap this up by showing you some products that I think many of you consume on a daily bases that contain trans fat.
Works Cited


Sample Outline 4—Persuasive Speech 2

Steven Riley
1016-11
November 29, 1999

The Pentium III Processor: More Like Big Brother Than We Think

Specific Purpose: To inform my speech class about the Pentium III's specific tracking abilities and its involuntary actions on your behalf, and persuade the class to turn off the Pentium III's tracking devices.

Introduction

I. Open with Impact: Fifty-one years ago, George Orwell published a novel that shocked its readers by giving a horrific vision of a world in which privacy does not exist.

   A. In the novel, the government watched every move the citizens made and even controlled the thoughts they carried by watching them so closely.
   B. Today, his tale continues to frighten people because, even though the year 1984 has come and gone, the world has begun to resemble this world of fiction in some ways.
   C. It's becoming more common that we are finding more and more cameras being put in the office to monitor employees, but we see this justifiable because it reduces wasted time in the office ("Employers Have Their Eyes on You," Newsweek, Dec 32,1999).

II. Thesis: Because of a unique encoding feature, Intel's Pentium III processor is causing its users to lose their privacy, and while there are positive benefits to the chip, citizens should be concerned enough to turn off the Pentium III's tracking devices.

III. Show Relevance to Your Audience: While I'm speaking, I ask that you keep in mind that the freedom of individual rights was one of the reasons the United States fought Great Britain for independence. So do you want to give your government more control over your life? Do you want to let the freedoms for which our Founding Fathers died simply evaporate? Trevor, I know your freedom is important to you since your dad is a veteran. Do you like your freedom? Do you want snooping eyes knowing where you’ve been on the Internet?

(Preview: Tonight, I'm going to tell you how the Intel company is invading your rights as a person by tracking your destinations on the Internet, by giving this personal information to telemarketers, and, most disturbingly, by not telling you what they are doing.)

Body

(Signpost: But I'll start by telling you how and why the chip tracks your progress on your computer.)

I. Main Point: The Pentium III chip is capable of tracking you on the Internet due to a simple serial number encoded on every chip (http://www.intel.com).

   A. Unlike normal serial numbers the Personal Serial Number (PSN) is written directly into
the silicon of the chip (Dr. Norman Bellbottom, personal interview, 12 Dec. 1999).

B. When a person goes on to the Internet, certain websites can read that computer's PSN
and detect that you have been to that website ("Big Brother 1999?" New York Times, 15

C. Intel says that the serial number is there with good intentions, but we'll talk about that
later (http://www.intel.com).

(Signpost: The chip's tracking you may not bother you until you realize the effects this can have.)

II. **Main Point:** The Pentium III’s tracking abilities can make you subject to things against your will.

   A. Telemarketers....

**Conclusion**

I. **Summarize:** So, in conclusion, I've told you what the Intel Company is doing to invade your
privacy.

   A. I've told you how it works.

   B. I've told you the positive aspects of it.

   C. And I've told you the negative side, the side which more than outweighs the positive side.

II. We can all see that being watched on the Internet is wrong, and something must be done. Some
privacy groups are calling for a complete boycott of Intel.

   A. Now I realize that this is a little rash, and it's hard for college students to be that choosy,
       but we can help.

   B. I ask that if you have a Pentium III chip, simply make sure that its tracking abilities are
turned off.

   C. If Intel realizes that no one uses the tracking system, then perhaps they will not waste the
extra money putting in the serial numbers.

IV. **Close:** So I leave you with this: Today our homes are about the only place where we are
guaranteed to be alone. What's to happen when Big Brother comes inside?
References:


Bellbottom, Dr. Norman. (1999, December 32). Personal interview. *[Note: Normal APA style will not have you list a personal interview, however, I would like for you to list them if you have conducted them]*


*Note: This outline has been edited and supplemented for demonstration purposes. Some sources have been fabricated for the sake of demonstration.*
Outline Point Development
The idea behind this page is to help you understand what I’m looking for regarding purpose and thesis statements, and consequent point development in your outlines.

Consider the following example:
Example 1
**Purpose Statement:** To persuade everyone to wear a seat belt.
**Thesis Statement:** Buckling up saves lives.

**Main Point 1:** Thousands of people die each year from automobile accidents.

**Main Point 2:** Statistics show that wearing a seat belt can save your life.

**Main Point 3:** Wear a seat belt!

Notice, can I find any semblance of the main points in either this thesis or purpose statement? I can for main point 3 in the purpose statement and there’s a hint of main point 2 in the thesis, but otherwise not so much. Also, they are woefully inadequate and fail to define scope, audience, and specificity.

Now consider this example:

Example 2
**Purpose Statement:** To persuade my speech class to wear a seat belt whenever they are moving in an automobile because wearing a seat belt has been shown to increase survival chances in an accident and reasons not to wear a seat belt are inadequate especially given motor vehicle fatality figures.

**Thesis Statement:** Due to the staggering number of motor vehicle fatalities last year, I urge you to give yourself at least a 50% fighting chance for survival any time you’re on the roadways by buckling up; furthermore, any reason not to buckle up is foolish.

**Main Point 1:** There were more than 40,000 fatalities on roads nationwide last year, the #1 killer of those aged 18-24.

**Main Point 2:** Wearing a seat belt can increase your chances of survival in an accident by at least 50%.

**Main Point 3:** Reasons people offer why they choose not to wear a seat belt are indefensible and inexcusable.

Notice how I can find all three main points in both the purpose and thesis statements easily.
What Makes a “5” a “5”? (from “Horrible, Average, Excellent”)

List Below characteristics defining the numerical value of a given category:

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### Use of a Visual Aid

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### Vocal Dynamics

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### Haymaker, with Impact

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### Appearance

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### Transitions

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### Summary of Main Points

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### Use of Supporting Materials

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Good Sources Exercise

For this assignment, I want you to determine the reliability of a source that I give you. I want you to
discern whether or not this would be a good source to use in a speech (related to the topic the source
mentions), and why. Be prepared to share with the class your findings.

Title:

Type of Source:

What can you say about this source?

Author:

Author’s credentials:

Briefly summarize the contents of this source:

(continued, next page)
On a scale of 1-10 (1=low, 10=high), how accurate is this information? How do you know?

Is this information credible? How do you know?

What other factors do you need to consider regarding this source?

How would you cite this source in a speech, assuming that you’d use it?

(Continued on next page)
<table>
<thead>
<tr>
<th>Type of Source</th>
<th>Things to Consider</th>
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Assignment 1: PowerPoint Assignment

Assignment

This assignment requires you to create a PowerPoint® animation series with five total slides. First, you’ll do a text build; second, you’ll do a two-column text build listing pros and cons of your searched image; third, you’ll have a black slide; fourth, you’ll show a picture; fifth, you’ll highlight a portion of that same picture.

Requirements

This assignment must be uploaded to the Assignments tab by the date and time indicated in your syllabus.

Before you begin with PowerPoint, acquire a visual image1 to use in your exercise:

- Go to images.google.com (or your favorite search engine)
- Type in a key word —whatever you want! Favorite musician, artist, movie, vegetable...
- Press “Google Search” — a number of images should appear
- Click on one of the images — you should see a somewhat larger version of the image
- Click on “see full size image” — you should now see a still larger version
- Right-click on the full-size image — a menu should drop down
- Click “Save Picture As” — a file saving window will appear
- Save the image to your hard drive; remember the file name and folder

Now, launch the PowerPoint® program:

Creating the first slide

- If a “create new presentation using” window comes up, choose “Blank Presentation.” If not, drop down the “file” menu and choose “new.”
- If “Choose AutoLayout” window appears, select the bullet list layout and click “OK.” If not, go to Format>Slide Layout and choose the bullet list (“Title and Content”) under “Layout” on the “Home” tab.
- Put your name on the title line.
- Click on the bullet area and type five bullet points about yourself.

Grading Criteria (30 pts. total):

* Name in title of text slide (slide 1) (2 pts.)
* Five bullet points about yourself (3 pts.)
* Correct 2nd level animation (4 pts.)
* Keyword or related word in title of second slide (2 pts.)
* Pros/Cons list with three subpoints & correct second level animation (pros) (10 pts.)
* Correct black slide (slide 3) (3 pts.)
* Correct use of first picture slide (slide 4) (3 pts.)
* Correct use of second picture slide with highlights (slide 5) (3 pts.)

1 For educational purposes, downloading such images and putting them into a presentation is usually permissible. However, if you are creating a presentation once you are in your chosen career, you must adhere to copyright laws or else face stiff penalties and fines if you illegally use copyrighted material you downloaded from the Internet (unless specific permission has been given to do so).
Make the 2nd and 3rd bullet points “sub” points (by tabbing over one time)
Right click in the bullet text area – a menu will appear.
  o (In PPT 2007 and 2010, look at the top ribbon bar, “Animations” tab, and click “Custom Animation” or the “Animation Pane”.)
Put your cursor on the point to be animated.
Click on the “Appear” star on the Animation Ribbon.
Click on the down arrow “1* Content Placeholder” in the animation pane.
  o Go to “Effect Options”
  o Click on “Text Animation” tab.
  o Grouped by = 2nd level paragraphs
    ▪ (In PowerPoint™ 2003, right-click on the menu at the right-hand side that has the corresponding text. Click “Effect Options” and then “Text Animation.” There you will see the “Grouped by” list menu.)
    ▪ (In PowerPoint® 2007 and 2010, click on the box with the number next to your animation (for example, “1 John Smith”). From there, click “effect options.” Go to the “Text Animation” tab. There you’ll see the “Grouped by” list menu.)
  o Timing Tab: Start: “on click”

Creating the second slide

Click the “Home” tab: then choose “New Slide”.
On the “New Slide” drop down arrow, choose the “Two Content” layout
Click on title and type the keyword you searched for or something relating to it
In one text box list pros of your keyword item, in the other list cons. List “Pros” at the top of one text box, and then tab over for 3 subpoints underneath “Pros”; do the same for “Cons.”
Animate by right-clicking on text box and choosing “Custom Animation.” Use same animation scheme parameters as above.

Creating the third slide

This will be a black slide. Drop down the “Insert” menu and choose “New Slide.”
Choose the “Blank” layout.
Right click on the work area. Choose “Format Background.”
On the drop-down menu, choose “Solid Fill” and black as the “Fill Color”.
Click “Close.” Warning: Do not click “Apply to All”!

Creating the fourth slide

Go to the “Home” menu and choose “New Slide.”
Choose the “Blank” layout.
Go to the “Insert” tab and choose “picture” > “from file” – a file window will appear.
Direct the file menu to the image you saved previously, click insert – your image will appear on your blank slide (you may need to adjust the size of your image if you desire).
Creating the fifth slide

Click on the view tab. Choose “Slide Sorter”.

While holding the control key, click and drag your picture slide to the right – a duplicate slide should appear.

Return to the “Slide” view by double-clicking on the 2nd picture slide.

Click on the “Insert” tab.

Click on the “Shapes” button in the ribbon.

Highlight and label something on the 2nd picture slide using the tools on the drawing toolbar.

   o Use the “rectangle” or “oval” tool for highlighting:
      ▪ adjust the fill color (usually to “no fill”)
      ▪ adjust the line color and width (line style)
   o Use the “Text Box” tool for labeling:
      ▪ adjust font, font color, fill color, line style, and line color.
   o If necessary, use the arrow tool to point the label at the highlighted area.

**Finished! Now save your work and then email your presentation as an attachment, as described under “requirements” above.

*Be mindful that aesthetics play a role in the effectiveness of a presentation. Coordinating colors and fonts is important.
Assignment 2: Thinking Critically about Online Sources

For each of the following websites, go to the internet site and determine whether or not the website is a credible source (meaning, (1) is this a legitimate source to use for a speech on that topic? and (2) is this an accurate representation of the information about that topic?). Type your answers on the pages provided (downloaded from the class homepage), being careful to be specific and explain how you determined your answer for each website. (30 pts.)

<table>
<thead>
<tr>
<th>Website</th>
<th>Credible (v)</th>
<th>Not Credible (v)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research Project: Feline reactions to bearded men</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Scientists Create World’s Largest Atom</td>
<td></td>
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<tr>
<td><a href="http://www.theonion.com/content/node/57312">http://www.theonion.com/content/node/57312</a></td>
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<tr>
<td>3. National Center for HIV, STD, and TB Prevention</td>
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<tr>
<td><a href="http://www.cdc.gov/hiv/dhap.htm">http://www.cdc.gov/hiv/dhap.htm</a></td>
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<tr>
<td>4. Mankato, Minnesota</td>
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<tr>
<td><a href="http://city-mankato.us">http://city-mankato.us</a></td>
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<tr>
<td>5. The White House</td>
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<td><a href="http://www.whitehouse.net">http://www.whitehouse.net</a></td>
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<tr>
<td>6. Victim Services</td>
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<tr>
<td><a href="http://www.victimservices.ucf.edu">http://www.victimservices.ucf.edu</a></td>
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<tr>
<td>7. Dog Island</td>
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<tr>
<td><a href="http://www.thedogisland.com">http://www.thedogisland.com</a></td>
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<tr>
<td>8. Florida Division of Elections</td>
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<tr>
<td><a href="http://election.dos.state.fl.us">http://election.dos.state.fl.us</a></td>
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<tr>
<td>9. Male Pregnancy Research</td>
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<tr>
<td><a href="http://www.malepregnancy.com">http://www.malepregnancy.com</a></td>
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<tr>
<td>10. Dihydrogen Monoxide Research</td>
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<td><a href="http://www.dhmo.org">http://www.dhmo.org</a></td>
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Assignment 2 Worksheet

1. *Research Project: Feline reactions to bearded men*
   
   (1)

   (2)

2. *Scientists Create World’s Largest Atom*
   
   (1)

   (2)

3. *National Center for HIV, STD, and TB Prevention*
   
   (1)

   (2)

4. *Mankato, Minnesota*
   
   (1)

   (2)

5. *The White House*
   
   (1)

   (2)

(Continued on next page.)
6. Victim Services
   (1)

   (2)

7. Dog Island
   (1)

   (2)

8. Florida Division of Elections
   (1)

   (2)

9. Male Pregnancy Research
   (1)

   (2)

10. Dihydrogen Monoxide Research
    (1)

    (2)
Dr. Edna Goodcutter is a nationally known cardiologist on staff at the Mt. Goodhealth Holyoke Hospital. She has been invited to be the keynote speaker at a fundraising dinner at the prestigious Twin Gardens Hotel for the new Mt. Goodhealth cardiac research wing. The organizers have told her that 250 guests have RSVP’d, each paying $1,000 for the opportunity to hear Dr. Goodcutter speak. She has been asked to address her work as a cardiac surgeon, healthy eating habits, and what the money raised by the fundraiser will do. She has approximately 45 minutes to speak, needs to cover three main areas, and needs to prepare the audience for the hospital president’s asking for generous contributions from the audience. Pulling together what we have learned from the text, let’s analyze Dr. Goodcutter’s speaking situation.

First, let’s help Dr. Goodcutter analyze her audience. She knows that people who will be there are people of means: most people cannot afford $1,000 for dinner. She can reasonably guess that there will be other medical professionals in the audience—it makes sense to think that those interested in establishing a cardiac wing will have medical interests. However, they will not be the only ones in the audience. It is also likely that there will be lawyers, businessmen, investors, pharmaceutical representatives, and generous philanthropists, each with varying but surely not complete knowledge of cardiac surgery. She knows this is important information.

Now, Goodcutter needs to ask, how does she want her audience to be changed? How does she want to influence the attitudes of her listeners? Cognitively, she wants them to be changed so that they have information about her work, about healthy eating choices, and about what the new cardiac wing will do for cardiac research. Affectively, she wants her audience to have positive feelings about her, about her work and research in cardiology, about cardiology in general, and about the hospital in particular. She also wants her audience to feel sad about patients who did not survive due to current limitations of cardiac research, limitations that a new hospital research wing would seek to mitigate. Behaviorally, Goodcutter wants her audience to give generously to the hospital. While each person has already paid a substantial sum to attend, she wants to prepare her audience for when the president of the hospital addresses them and asks them to give abundantly to the construction of the new cardiac wing. As a result of her presentation, she doesn't want her audience to be the same as when they entered: she wants to influence changes in their attitudes.

Let’s see specifically how she deals with her work in cardiac surgery. As mentioned earlier, Dr. Goodcutter is a nationally known cardiac surgeon. This means she has published articles in reputable medical journals and has been distinguished for exemplary skill and novel surgical techniques. Therefore, her ethos, the foundation of her speech, is quite solid—her audience will understand and appreciate her credibility as a speaker concerning cardiac surgery, especially when the emcee introduces her and mentions some of her accomplishments.
One of the simplified messages Goodcutter wants to bring out in this portion of the speech is how important cardiac surgery is. She will want to cite relevant statistics and facts, such as, "Heart disease is the number one killer in America." She will want to show clear links between unhealthy diets high in cholesterol and fat, and heart disease. She needs to have a solid organization as well as clear logical structure—the *logos* of her speech—to build a strong bridge that the audience will see is worth crossing. Additionally, she wants to avoid any logical fallacies that may take away from her credibility, such as stating something ridiculous like, “Anyone eating a cheeseburger tomorrow will surely die of heart disease.”

Goodcutter will definitely want to utilize *pathos* to move her audience to action. Her renowned work in cardiology has brought her into contact with many, many patients. Gripping stories of how her surgeries—or perhaps the surgeries she’s witnessed—have saved lives may move her audience to see the need for further cardiac research. Perhaps she could project a couple of well-chosen photographs to highlight the story of a boy with a rare cardiac condition whose life Goodcutter was able to save. The pictures would help the audience "get to know" the boy. Moving stories and powerful pictures may help motivate the audience to action.

Stasis is the next area of Goodcutter’s concern. Since she must assume that members of her audience will not have the technical vocabulary necessary to understand her material, Goodcutter must help show the relevance of heart disease to her audience. She’ll want to spend a little time establishing the existence of heart disease in America (1st stasis) and describing exactly what it is (2nd stasis), but she’ll want to focus on showing the harm heart disease does (3rd stasis) and what people can do about it to prevent it (4th stasis).

Now Goodcutter needs to ascend Mt. Clarity. She wants to focus on a specific cardiac ailment: ARVD. ARVD, or Arrhythmogenic Right Ventricular Dysplasia, is a specific heart condition where fatty tissue replaces normal heart muscle in the right ventricle of the heart. It is thought to be one of the leading causes of heart death among young athletes.
You can see that the bottom-left terms are medically-specific jargon: only doctors are familiar with these terms, so it would be pointless for Goodcutter to casually drop them into her speech. The terms on the right are overly vague—left by themselves, they could mean a whole host of conditions, not necessarily heart-related ones. She wants to find a happy medium, probably describing ARVD using a combination of terms, such as “sudden heart problems such as irregular heartbeat resulting from a genetic condition where fatty deposits replace healthy heart muscle.” Trouble is, that’s a mouthful—if Goodcutter’s going to spend any time talking about this, she’s probably wise to use the acronym ARVD and define it. In this way, she can bring her audience to her level by describing what it is and creating a term that the audience can remember. If she does this well, she can even make her audience feel good about learning some complicated medical terminology, and she won’t have to waste precious time saying complicated medical terms over and over again.

Goodcutter needs to ask herself if the audience is motivated and able to listen to her speech. In terms of motivation, she doesn’t have direct control over how motivated the audience is as they finish their dinners and prepare to hear a speaker. She can, however, give the audience a reason to listen by employing relevant stories and statistics showing the prevalence of heart disease in America. She can also use dynamic speaking skills and a startling introduction to keep her audience’s interest. However, they have also each paid $1,000 dollars to attend, so they are expecting to hear a great speech. Now, is the audience able to listen to her speech? It is after dinner, which means audience members will be digesting food, a process that takes energy away from concentrating. It is evening, and listeners may well be tired from a long day. Goodcutter checked with the event organizers and found that a cordless
clip-on microphone and a sound system was available for her to use, so there should be little trouble for anyone to hear her. Aware of these limitations, Goodcutter now maps out her speaking strategy.

Here, in table form, is how Goodcutter utilized the concepts we’ve discussed:

<table>
<thead>
<tr>
<th>Ethos</th>
<th>Introduction by emcee; nationally recognized cardiac surgeon at Mt. Goodhealth Holyoke Hospital; published in field; stories of surgeries</th>
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</thead>
<tbody>
<tr>
<td>Logos</td>
<td>Well organized speech; soundness of arguments showing how poor habits may lead to heart disease; avoidance of logical fallacies and poor arguments</td>
</tr>
<tr>
<td>Pathos</td>
<td>Stories of successful surgeries; compelling photographs of child who underwent successful surgery for a rare heart condition</td>
</tr>
<tr>
<td>Stasis</td>
<td>Focus chiefly on 3rd and 4th stases (since it’s a lay audience)</td>
</tr>
<tr>
<td>Specificity</td>
<td>Defined ARVD using easily understood terms; show visuals depicting what ARVD is and does</td>
</tr>
<tr>
<td>Motivation</td>
<td>$1,000/plate; fundraiser; hear nationally known cardiologist</td>
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<tr>
<td>Ability</td>
<td>After dinner; good sound system</td>
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</table>

Remember, she is speaking on three things: healthy heart habits, her work as a cardiologist, and what a new cardiology wing means for medicine. For this speech, Dr. Goodcutter is only concerned with one audience, and how she might make her presentation “just right” for those listeners. As you prepare your speeches, you may have to confront similar conditions.
# Worksheet: Audience Analysis

**Purpose:** To build audience analysis skills.

**Directions:** From the case study involving Dr. Goodcutter, consider how Dr. Goodcutter might prepare the same material (her work as a cardiac surgeon and healthy eating habits) for a presentation to a group of first year medical students as well as a talk to her daughter’s fifth grade class on Career Day. (20 points) *(Note: You only need to upload this page to the Assignments tab, not the pages prior to this one. There will be a Word version on the Assignments tab for you to download, fill out, and upload.)*

<table>
<thead>
<tr>
<th></th>
<th>First Year Medical Students</th>
<th>5th Grade Class on Career Day</th>
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</thead>
<tbody>
<tr>
<td>Ethos</td>
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<tr>
<td>Pathos</td>
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<tr>
<td>Logos</td>
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<tr>
<td>Stasis</td>
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<td></td>
</tr>
<tr>
<td>Specificity</td>
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</table>
Topic Selection Information, Topic Change Policy, and Penalties

Here’s the bottom line:

- If you must change your topic, do so no later than seven days prior to your speech.
- Failure to notify your instructor of a change in topic OR if you don’t turn in your topic sheet at all will result in a letter grade penalty for your speech!

When you select your topic, you should commit to doing that topic. However, changes sometimes happen. In that event, notify your instructor at the latest 1 week (that’s seven days) before you speak in order to change your topic. Here’s why:

You may choose to do a topic that someone else has chosen, and if you go before that person speaks, that’s not fair to the person who has put together that speech. For example, you decide to ditch your speech topic on explaining thrust vectoring on the new fighter jets coming out in production and decide instead—at three A.M. on your speech day—to speak on the nutritional aspects of drinking pond water. Josie Speaksalot already had this topic chosen weeks ago and has done a ton of research on it, but you go before her, and now Josie has to rearrange her speech since you’ve taken the novelty of her information. That stinks for Josie.

But, it stinks for you also since this will mean a letter grade deduction on your speech!

This also applies if you choose not to turn in a topic sheet for your speech. If you don’t turn in a topic sheet, your instructor has no way of knowing what your speech topic is, and thus cannot know if anyone else has a similar topic as you.
**Job Artifact Speech**

This presentation will provide an opportunity to develop speaking skills while learning something about your audience (the other members of the class). Begin by selecting a job that you currently hold or have held in the past. Any job will do: mowing lawns, babysitting, brain surgery, burger flipping, and so on. Then select an "artifact" that symbolizes or helps explain that job. You will be expected to cover the following points:

1. What the job entailed.
2. How you got the job.
3. Why this job was significant.

You should use the artifact as a visual aid, helping you explain one or more of these points. Your artifact should help “tell the story” of the speech and should be a vital part of the speech, particularly in how the job was/has been significant to you in some way. (100 points)

**Speaker Objectives:**

- To familiarize yourself with your natural speaking style.
- To use an effective introduction to capture the audience.
- To use effective transitions in your speech.
- To develop a strong body of information.
- To bring the speech to a solid conclusion.
- To deliver the speech in 4 minutes
- To use an artifact as a visual aid to communicate meaning.

**Learning Objectives:**

- To learn to speak extemporaneously.
- To speak in an organized fashion.

**Time Limit:**

4 minutes (±1 minute)
(-5% penalty for each minute over/under)

**Time Limit:**

3-5 minutes. Please note that a -5% (5 point) penalty will be taken for every minute outside the time limit! This includes stopping early (before 3 minutes) as well as going long. Aim for 4 minutes. There will be timecards to let you know how much time has elapsed.

**Procedure:** Choose a job that you currently hold or have held. Once you have chosen your job, think about what artifact you will use. Then write your job and artifact on the following sheet of paper, and turn it in by ____________.

Organize your thoughts and construct an outline. The outline should include your introduction, body, conclusion, and transitions. Make sure you also include your purpose statement and thesis statement. You'll turn in your completed sentence outline and checklist to Webcourses three days before you present your speech.

**Notes:** You'll probably want to have some form of notes for you to use as you speak. Notecards are fine, as are brief outlines. These are for you to use as you see fit, and I won’t collect these.
Job Artifact Speech Planning Sheet

The job I want to talk about is

My specific purpose statement is:

To

My thesis statement is

Here’s a rough idea of how my outline will look (your main points & a few details):

The artifact I plan to use is

I could use some help with

Note: If you change your topic, you must notify your instructor at the latest 1 week before you speak. Otherwise, if your speech topic is different than the one you write on this sheet, or if you don’t turn one in at all, you will receive a letter grade penalty!
Job Artifact Speech Planning Sheet, 2
Use this sheet to help plan your Job Artifact Speech with your specific audience in mind.

Who is your audience?

How do you want them to be changed?

Why aren’t they already changed?

<table>
<thead>
<tr>
<th>Where is your audience before your speech...</th>
<th>Where do you want your audience to be after your speech...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitively?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Affectively?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Behaviorally?</strong></td>
<td></td>
</tr>
</tbody>
</table>
Job Artifact Speech Grading Criteria
(100 points)

Opens with Impact
Clear Thesis Statement
Showed Relevance to Audience
Clear Preview

Appropriate Appearance
Appropriate Voice Volume
Conversational Voice Tone
Eye Contact with Audience
Varied, Appropriate Gestures
Use of Speaking Area (Proxemics)
Appropriate Use of Language

Posture

Use of Artifact

Clear, Smooth Transitions

Well-Developed Main Points
Organization of Information
Overall Preparation

Summary of Main Points
Effective, Dynamic Ending

Effectiveness of Speech Overall

Clear Purpose Statement (Outline)
Introduction (Outline)
Body (Outline)
General Format (Outline)
Conclusion (Outline)

Introduction – 12.5%
Delivery – 20%
Use of Artifact – 5%
Clear, Smooth Transitions – 5%
Body – 25%
Conclusion – 12.5%
Overall Effectiveness – 10%
Outline – 10%
Outline Checklist—Job Artifact Speech

Utilize this checklist to make sure your outlines are in outstanding shape. Remember to download a copy of this page (downloadable from the class website), fill it out, and include it as the last page of your outline submission to the Turnitin.com link.

Specific Purpose
_____ is clear and concise, stating exactly what you wish your speech to do.
_____ is one complete sentence, specific and to the point, containing all your main points.
_____ reflects your main points accurately.
_____ begins with “To” and contains your specific audience.

Show Relevance to Your Audience
_____ you’ve demonstrated convincingly why your audience should care about this topic.
_____ you’ve demonstrated that your topic is relevant to this audience.

Thesis Statement
_____ is a single, complete sentence.
_____ accurately captures the essential message—the main points—of your speech.
_____ is clear and concise.
_____ reflects all your main points accurately so that someone could easily discern what they are from your thesis.

Outline Content
_____ reflects a well-developed outline, neither too detailed nor too brief.
_____ contains complete sentences throughout.
_____ has well-developed main points which support the thesis statement.
_____ has adequate subpoints which support the main points.
_____ reflects good signposting and transitions.

Outline Format
_____ utilizes correct outline format (Introduction, Body, Conclusion).
_____ shows clearly labeled components.
_____ shows only one sentence per letter or number.
_____ is neat, word-processed, and presentable.
_____ uses Roman numeral format (I.A.1.a., etc.).
_____ has a “2” for every “1” and a “B” for every “A”.

Other
_____ have you thought carefully about your artifact? Is it more interesting than simply a nametag?
_____ have you uploaded your outline with this page filled out to the link on the course website?
Speech Topic Guidelines
Your topics should be novel to the audience in that you are trying to teach them something new. Not everything will be novel to everyone, but here’s an example of what is NOT novel:

- Donate blood
- Don’t drink and drive
- Don’t smoke
- Wear a condom
- Wear a seat belt
- Reduce, reuse, recycle

While there is merit in persuading people to do these things, these are also obvious topics to which you already know the answers. Doing a speech on this topic will bore your audience. Expect at least a letter grade deduction if somehow you choose a topic like these, I flag it on your planning sheets, and you do it anyway. If you really want to do one of the above topics, consider how to make it novel. For example, instead of “donating blood,” a speech on “donating plasma” or “donating platelets” is much more novel.

Speeches of Policy
I strongly recommend against doing a speech of policy because most students are not willing to “go to the mat” to make these speeches really work. Speeches of policy normally require some type of legislative action in order for the action step to be fulfilled, and one class’s petition rarely makes that happen and students are normally just trying to get a grade, not begin a movement. However, students are occasionally so passionate about an issue that they are willing to begin a national campaign, and in those cases, I’m willing to listen. The other exception is for a local, UCF issue that our student government handles. Otherwise, I do not recommend doing speeches of policy.

“Preference” Speeches
These don’t work because people have preferences and you’re not very likely to alter them. Examples of these might be “Why You Should Enjoy Vanilla Italian Ice” or “Death Metal Should Be Your Favorite Music.” Besides, it’s far too easy to dismiss these topics if you’re on the opposite side. “Cheerleading is a sport” fall here because it doesn’t answer the “so what?” question- if it’s not a sport, fine...why does that matter? (It’s also a policy speech.)

Morality-Based Speeches
The trouble with morality-based speeches is that it’s difficult to base evidence for these topics on anything but religious grounds, and that kind of evidence is easily dismissed by someone who does not share the same religious beliefs and values as you. These speech topics are of worthy debate, but they do not fit well into a problem/solution format. Examples of these include positions on abortion, the death penalty, euthanasia, and so on.
Other Hackneyed Topics to Stay Away from

- Go Greek (usually uses the same bad data)
- Organ donation (great topic, just gets overdone)
- Legalize marijuana (it’s a policy speech, anyway)
- And more (if in doubt, check with your instructor)

If You’re Advocating Physical Movement of Your Audience

If you’re advocating exercise or physical movement of your audience, you should always include a “doctor disclaimer.” Suppose a person hears your speech, suddenly thinks exercise is a great idea, goes out and runs five miles...and then drops dead. A physical exam may have prevented such an issue. To promote good health (and keep you from being sued), suggesting your audience members see a physician is a wise move.

Regarding your topic, here are some other questions to ask yourself:

1. Am I really interested in it?
2. Is there new information available?
3. What side is my audience on?
4. Why doesn’t everyone believe as I do?

Hint: consider an issue that your classmates can help resolve, or at least begin to resolve.
Persuasive Reductionism Speech with PowerPoint®

Engineers and technical personnel often experience difficulty in communicating effectively with individuals who lack their science or technical background. Not surprisingly, those who lack such backgrounds are usually unable to comprehend effectively a technical presentation. For this speech, select a technical concept or idea and be prepared to explain it to a nontechnical audience as well as persuade them to action. (Reductionism is making complex things simple.)

Choose a timely and important topic—something you feel represents a problem or opportunity—that requires community action. Establish the existence of the problem to your audience, offer a clear and explicit solution to that problem, and call on your audience to be involved in that solution. In some cases, the proposed actions of your audience may represent a complete solution to the problem. In other cases, their action may be just the first step in a lengthy process. In either case, your audience should have a specific understanding of what they can do to help solve the problem. So this speech not only brings information; it also requires an action step on the part of the audience. Sources of information absolutely must be cited (you should look at a minimum of two sources per main point). Effective use of visual aids is required, but you are not limited to PowerPoint®. (170 points)

Please note that an excellent delivery alone will not be enough to accomplish persuasion with an intelligent audience!

For this speech, you should aim for right around a 5th – 6th grade comprehension level. In other words, pretend as if our class were fifth graders in comprehension ability, not in maturity level. This is tricky, especially since your college-age audience clearly will have a greater than 5th-grade comprehension level—so, pretend. (Or, if it helps, imagine that your audience is a group of senior citizens in terms of comprehension ability.) Either way, your audience will not likely understand the topic you have chosen and so you must reduce your topic in very basic and simple terms for them. You should also explain to your audience how they might benefit from knowing more about the term or concept that you are explaining.

Select a topic that interests you and could relate to your audience. Some examples of topics might include protection against virus replication, how Bernoulli’s principle affects your driving habits, how GPS works and what you can do to improve your use of it, what “peak oil” is and how you can lessen your dependence on petroleum, what solar flares are and what you can do to protect yourself from data loss, and so on. You should choose a topic that incorporates some novelty— if the audience has already heard it before, then you must give compelling evidence why your position is worth listening to. Investigate the topic by researching in outside sources and construct a well-organized presentation that has an effective introduction, a body with 2-4 main points, and a conclusion which effectively summarizes and closes. Avoid using a purely dictionary definition. Each main point in the speech should incorporate a variety of supporting materials, most of which will come from your outside sources which need to be clearly cited to add credibility to your speech. Incorporate visual aids into your presentation, referring to your text and class discussion for types of aids and guidelines for preparing and using them in your speech. (220 points)
Thesis Statement.
The thesis of a persuasive speech should be a condensed, concise statement of your position on the topic at hand. Remember that your thesis should address all of your main points. Review thesis notes here.

As a review, recall that a thesis performs several major functions:
A. Points out what your topic is
B. Clearly illustrates your point of view
C. Limits the range of your topic
D. Clearly presents each of your main points.

An example would be, “You should donate blood because there is a significant local blood shortage, the process of donating blood benefits both you and the recipient, and there is a blood center right here on campus.”

Your Argument.
Illustrates your point of view and rationale. Must accomplish the following:

1. Provide reasons to support your point of view (at least three)
2. Address the concerns of your opponents
3. Seek to refute your opponents' arguments
4. Move the audience toward your point of view

Be sure to provide ample support for your point of view. There are numerous forms of support (review your text!). Your opening and closing arguments should be your strongest. Place your weakest argument in the middle of your speech in order to have the most effective open and close possible!

Opponent's Argument.
Must be addressed for persuasion to succeed. See the page on dealing with counterarguments.

Persuasion is based on the idea that human beings are rational and logical. Failing to address opposing points of view insults your audience's ability to come to their own decision. It is next to impossible to convince your audience that your view is better if they don't know what the "inferior" view is!

You can address your opponent's argument in several ways:
A. Before your own points, using your points to refute it
B. After your points, discrediting the other view
C. Before concluding, (a generally weak way to address it)

Source Citation.
If you forget to cite, you'll regret it! Remember, the audience does not know where you got your information from! Plus, if you do not cite your sources, this is considered a form of plagiarism—the audience otherwise assumes that you developed this information on your own, and that therefore you are an expert on the subject.
Call to action.
Gives your audience a specific persuasive goal. It asks your audience to take a particular action, such as voting, writing a congress-person, or signing a petition. The more attainable and immediate the action, the more likely your audience will do it. Abstract, nebulous calls to action (“we should all end world hunger”) carry little persuasive effect. The more you show your audience members a clear solution and action and how we can be involved in it, the more likely we will do what you ask. And, make it as easy as possible for us to do what you are asking: if you want us to sign something, bring in the petition. If you want us to write someone, give us their address. Plan ahead. Remember: it is much easier to persuade your audience to take a small but important action than to undergo a 180-degree change! And, remember social loafing!

Crucial Steps.
1. You absolutely must have a crystal clear thesis statement.
2. You should be clear about where your audience stands on your issue. Think about how you will find this out (hint: recall the Audience Analysis lecture).
3. Cite at least two different sources per main point (and not all your sources should be from the Internet) or be ready to lose points!
4. Your must have a clear goal for yourself such as, "I want to move my audience from X position to Y position with respect to my topic." Keep this goal in mind and direct all of your preparation to achieving it. Also, ask yourself: is this goal reasonable?
5. Have your speech clearly organized and make strong use of signposts.
6. Limit your topic to a manageable level! For example, it is highly unlikely that you’ll be able to convince an atheist to believe in God (or the reverse) in a six-minute speech!
7. Visual aids are optional for this speech, as I want you to focus more on how you develop your persuasive arguments.
8. Practice this speech more than any other!!!
9. You must have a clear specific action step. Let us know precisely what you want us to do, when, and how. The more vague your action step is, the less likely we will do what you ask; the more concrete and specific, the more likely we’ll do what you ask.
10. Deal with the opposing side’s arguments. Why would someone not take your point of view? The more you can address why the other arguments can’t stand up to yours, the more compelling a case you’ll have.
11. You should simplify your ideas, concepts, and terms clearly so a lay audience can understand them.
12. Upload your completed sentence outline and checklist to Webcourses three days before your speaking date.
Time Limit: 6 minutes (± 1 minute) (-5% penalty (-11 points) per minute under or over)

Speaker Objectives:

- To increase audience knowledge or understanding of some idea, issue, or process.
- To enhance speaker credibility.
- To persuade your specific audience to action concerning your topic

Learning Objectives:

- To develop and demonstrate research skills.
- To practice development and use of effective supporting materials and source citations.
- To practice the development and use of visual aids to communicate information and relationships.
- To practice presentational skills.
- To practice organizational techniques.
- To use PowerPoint in your speech effectively
- To reduce complex terms so lay audiences can comprehend them.

Preparation Suggestions:

2. In brainstorming topics, you can either focus on something you already know or develop an area of interest that is new to you. For example, if you are not familiar with how cows chew their cud, use this speech to develop your own expertise and then share it with your audience. However, an audience often finds interesting something that you think is interesting.
3. Remember that this speech adds a requirement for research and source citation. This is essential to your credibility while speaking: if you are not the expert on a given topic, you are relying on those who are. One appropriate, cited-out-loud source per main point is a “C.” Better to aim for two distinct sources per main point. Please note that using a source for research and not citing it in your speech is considered a form of plagiarism.
4. This speech also requires the use of PowerPoint®. Remember what we talk about in class and also refer to the advice in the text.
How to Use Counterarguments in Your Speeches

For your persuasive speech, you need to establish the refutations to your position, and then show why those refutations are not tenable. But how exactly do you do this on your outline?

You can use one of two approaches, depending on how it best fits into your speech. We recommend the first approach as a general rule, but you may find the second approach best fits your specific situation.

Option 1: Point-Counterpoint, Point-Counterpoint, Point-Counterpoint

In this scenario, your counterarguments are naturally embedded within your main points.

I. **Main Point 1**: Even though some suggest that pigs make good pets, pigs should be banned from campus because they are noisy, smelly, and reproductive.
   A. Pigs are smelly creatures (Jones, 197).
   B. Pigs make lots of noise (Bartholomew, 23).
   C. Pigs make more pigs (Smith, 244).
   D. **Counterargument**: Some suggest that pigs make good pets (Thompson, 23).
      1. **Rebuttal 1**: But pigs require an enormous amount of food, often more than most college students can afford (Bartholomew, 88).
      2. **Rebuttal 2**: While pigs may make excellent pets, a dorm would be a difficult place to conceal a loud pig (Goldman, 65).

Option 2: Point-Point-Point, Counterpoint-Counterpoint-Counterpoint

Here, your counterarguments are all placed into one main point, usually your last one.

II. **Main Point 3**: **Counterarguments**: Some think that pigs make for good pets, particularly because of their intelligence and lack of diseases.
   A. **Counterargument 1**: Some suggest that pigs make good pets (Georges, 199).
      1. **Rebuttal 1**: But pigs require an enormous amount of food, often more than most college students can afford (Bartholomew, 88).
      2. **Rebuttal 2**: While pigs may make excellent pets, a dorm would be a difficult place to conceal a loud pig (Goldman, 65).
   B. **Counterargument 2**: Some think that pigs’ intelligence qualify them as good pets (Einstein, 33).
      1. **Rebuttal 1a**: Pigs may be intelligent, but a bored, smart pig can be a nuisance in a dorm room (Franklin, 2).
      2. **Rebuttal 1b**: Pigs may be intelligent, but intelligence isn’t the only factor pet owners desire—for example, what about “cuddlability”? (Jones, 133).
   C. **Counterargument 3**: Some believe that pigs have fewer diseases than regular household pets (Bartholomew, 41).
      1. **Rebuttal 1**: Pigs may have fewer diseases, but the ones they can get are more deadly to humans (Thompson, 873).
      2. **Rebuttal 2**: A study in Germany found that pigs actually have *more* diseases than household pets (Geiger & Whim, 323).
Persuasive Reductionism Speech Planning Sheet

My current event topic for this persuasive reductionism speech is

My specific purpose statement for this speech is

To

My thesis for this speech (reflecting my three main points) is

My plans to organize my speech are to use the ______________________________ structure (see examples from the text, Chapter 8), and the rough idea of how my main points will be organized will look something like this:

These are the main counterarguments to my speech (in other words, why would someone not want to follow your plan?):

And here’s how I plan to deal with them:

My specific action step for my audience is:

Note: If you change your topic, you must notify your instructor at the latest 1 week before you speak. Otherwise, if your speech topic is different than the one you write on this sheet, or if you don’t turn one in at all, you will receive a letter grade penalty!
**Persuasive Reductionism Speech Planning Sheet, 2**

Use this sheet to help plan your speech with your audience in mind.

**Who is your audience?**

**How do you want them to be changed?**

**Why aren’t they already?**

<table>
<thead>
<tr>
<th>Where is your audience</th>
<th>Where do you want your audience to be</th>
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</thead>
<tbody>
<tr>
<td>Cognitively?</td>
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<td>Affectively?</td>
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<td>Behaviorally?</td>
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</tbody>
</table>

**Considerations for**

- **Ethos**-
- **Pathos**-
- **Logos**-
- **Stasis**-
- **Specificity**-
- **Motivation**-
# Persuasive Speech Grading Criteria

(220 points)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Opens with Impact</td>
<td></td>
</tr>
<tr>
<td>Clear Thesis Statement</td>
<td></td>
</tr>
<tr>
<td>Showed Relevance to Audience</td>
<td></td>
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<tr>
<td>Clear Preview</td>
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<tr>
<td>Appropriate Appearance</td>
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<td>Appropriate Voice Volume</td>
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<tr>
<td>Varied Vocal Dynamics</td>
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<tr>
<td>Eye Contact with Audience</td>
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<tr>
<td>Varied, Appropriate Gestures</td>
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<tr>
<td>Use of Speaking Area (Proxemics)</td>
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<tr>
<td>Appropriate Use of Language</td>
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<tr>
<td>Posture</td>
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<tr>
<td>Use of PowerPoint®</td>
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<tr>
<td>Clear, Smooth Transitions</td>
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<tr>
<td>Well-Developed Main Points</td>
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<tr>
<td>Organization of Information</td>
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<tr>
<td>Clarity of Technical Terms</td>
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<tr>
<td># Sources Cited in Speech (2/mp)</td>
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<tr>
<td>Citation &amp; Quality of Sources</td>
<td></td>
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<tr>
<td>Dealt with Main Counterarguments</td>
<td></td>
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<tr>
<td>Summary of Main Points</td>
<td></td>
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<tr>
<td>Effective, Dynamic Ending</td>
<td></td>
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<tr>
<td>Specific Action Step</td>
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<tr>
<td>Effectiveness of Speech Overall</td>
<td></td>
</tr>
<tr>
<td>Clear Purpose Statement (Outline)</td>
<td></td>
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<tr>
<td>Introduction (Outline)</td>
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<tr>
<td>Body (Outline)</td>
<td></td>
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<tr>
<td>General Format (Outline)</td>
<td></td>
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<tr>
<td>Reference List (Outline)</td>
<td></td>
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<tr>
<td>Introduction – 12.5%</td>
<td></td>
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<tr>
<td>Delivery – 20%</td>
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<tr>
<td>Use of PowerPoint® - 5%</td>
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<tr>
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<tr>
<td>Conclusion – 12.5%</td>
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</tr>
<tr>
<td>Overall Effectiveness – 10%</td>
<td></td>
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<tr>
<td>Outline – 10%</td>
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</tbody>
</table>
Outline Checklist—Persuasive Speech

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Specific Purpose
_____ is clear and concise, stating exactly what you wish your speech to do.
_____ is a complete sentence, specific and to the point.
_____ reflects each of your main points accurately.

Thesis Statement
_____ is a single, complete sentence.
_____ accurately captures the essential message—each main point—of your speech.
_____ is clear and concise.
_____ reflects your main points accurately so that someone could easily discern what they are from your thesis.

Show Relevance to Your Audience
_____ you’ve demonstrated convincingly why your audience should care about this topic.
_____ you’ve demonstrated that your topic is relevant to this audience.

Outline Content
_____ reflects a well-developed outline, neither too detailed nor too brief.
_____ contains complete sentences for all main points and subpoints throughout.
_____ has well-developed main points which support the thesis statement.
_____ has adequate subpoints which support the main points.
_____ clearly explains your topic in 5th-6th grade level terminology (a lay audience would understand it)
_____ reflects good signposting and transitions.
_____ contains proper formatting of sources with your subpoints (in parentheses after your statements), and you should be prepared to cite them in your speech.
_____ contains the correct number and quality of sources (you should have at least 2 per main point).
_____ has clear explanations of main counterarguments and your refutations.
_____ has a clear, specific action step for the audience to follow.
_____ has a clear, MLA or APA format bibliography

Outline Format
_____ utilizes correct outline format (Introduction, Body, Conclusion).
_____ shows clearly labeled components.
_____ shows only one sentence per letter or number.
_____ is neat, word-processed, and presentable.
_____ has a “B” for every “A” and a “2” for every “1.”
_____ uses Roman numerals (for example, I.A.1.a.).

Other
_____ have you adequately stated and refuted the opposing arguments?
_____ have you uploaded your outline with this document attached and filled out to the Assignments tab three days before your speaking date?
Peer Workshop 1: Introductions, Sources, and Reductionism

Bring to this workshop your completed introduction for your presentation. You should have a compelling, attention-getting opening, a clear thesis statement, demonstrate strong relevance to your specific audience, and have a clear preview of your main points. There should be smooth transitions between elements, and your introduction should be about 1:00 to 1:30 long.

Dull opening remarks often are in the category of, “How many of you...?”

Your group will critique you and give you feedback, giving you suggestions and perhaps sending you in a different direction. This allows you the opportunity to refine and improve your speech!

As observers, ask yourself how your group members’ introductions strike you. Are they compelling? Novel? Powerful? Or are you bored? Are there elements missing? Is there a smoothness throughout? Can you clearly discern your speaker’s main points?

How clear are your concepts, ideas, and terminology to an audience that is non-technical? Have your reduced them enough? Would they be able to understand what you are saying, or would they be lost? Remember to gauge your audience at a 5th-6th grade comprehension level (or a group of senior citizens, if that’s helpful) who do not understand complex topics. You should also know that most people have forgotten what they have learned in high school, so terms and concepts will probably need explaining.

Your arguments should be strong, using excellent sources and clear source citations. Your sources should come from a variety of places and should be clear experts on your topic. Also think carefully – if someone wanted to refute your topic, is there a weakness to your sources? Also, you should use a clear persuasive strategy (such as 2-sided refutational strategy).

Offer clear and helpful feedback to your group members concerning each element presented to you using the rubric on the next page.
# Peer Workshop 1: Introductions, Sources, and Reductionism Rubric

**Group Member_____________________________**

<table>
<thead>
<tr>
<th>Category</th>
<th>Not Accomplished (0-1)</th>
<th>Adequate (2-3)</th>
<th>Excellent (4-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opens with Impact</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Clear Thesis Statement</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Shows Relevance to This Specific Audience Clear Preview</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Smooth Flow Throughout Introduction Delivery</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Source Quality</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Source Citations in Speech</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Reductionism Level Appropriate for Lay Audience</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
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</table>

Time: ______________      TOTAL POINTS:____________________

(Add numeric scores above and divide by 3 to get total points)

Suggestions for Improvement:         (15 points possible)

Strong Points:
Peer Workshop 1: Group Peer Review Points Sheet
(to be turned in at the end of class on Peer Review 1 Workshop Day)    Group#_______  Section _______

Group Member 1 Name: __________________________________
Self Score:______________________ (/10 points)
Raw Scores from other group members: ___________, ___________, ___________, ___________
Average Score from group members: _______________ (/10 points) (2 decimals is fine if needed)
Total Score: (add Self + Average Score together): _______________ (/20 points)

Group Member 2 Name: __________________________________
Self Score:______________________ (/10 points)
Raw Scores from other group members: ___________, ___________, ___________, ___________
Average Score from group members: _______________ (/10 points) (2 decimals is fine if needed)
Total Score: (add Self + Average Score together): _______________ (/20 points)

Group Member 3 Name: __________________________________
Self Score:______________________ (/10 points)
Raw Scores from other group members: ___________, ___________, ___________, ___________
Average Score from group members: _______________ (/10 points) (2 decimals is fine if needed)
Total Score: (add Self + Average Score together): _______________ (/20 points)

Group Member 4 Name: __________________________________
Self Score:______________________ (/10 points)
Raw Scores from other group members: ___________, ___________, ___________, ___________
Average Score from group members: _______________ (/10 points) (2 decimals is fine if needed)
Total Score: (add Self + Average Score together): _______________ (/20 points)

Group Member 5 Name: __________________________________
Self Score:______________________ (/10 points)
Raw Scores from other group members: ___________, ___________, ___________, ___________
Average Score from group members: _______________ (/10 points) (2 decimals is fine if needed)
Total Score: (add Self + Average Score together): _______________ (/20 points)
Peer Workshop 2: Full Practice Run
For this workshop you are going to give your entire speech to your group members. Use a laptop to show your PowerPoint slides. While “dressing up” is not required, it may help you feel ready for when you actually give it. You should speak within 5-7 minutes.

Again, how clear are your concepts, ideas, and terminology to an audience that is non-technical? Have your reduced them enough? Would they be able to understand what you are saying, or would they be lost? Remember to gauge your audience at a 5th-6th grade comprehension level (or a group of senior citizens, if that’s helpful) who do not understand complex topics. You should also know that most people have forgotten what they have learned in high school, so terms and concepts will probably need explaining. Most people have math and formula phobia, so don’t use them if possible.

Your arguments should be strong, using excellent sources and clear source citations. Your sources should come from a variety of places and should be clear experts on your topic. Also think carefully – if someone wanted to refute your topic, is there a weakness to your sources? Also, you should use a clear persuasive strategy (such as 2-sided refutational strategy).

Your outlines should be grammatically correct, error-free, and demonstrate clearly your arguments. Your main points should have clear support in subpoints, and your sources should be clear evidence also. Use correct formatting, and have a clear MLA or APA format bibliography. Check your group members’ outlines against the checklist in the coursepack.
Peer Workshop 2: Full Practice Run Rubric

Group Member __________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Not Accomplished (0-1)</th>
<th>Adequate (2-3)</th>
<th>Excellent (4-5)</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Missing elements, un compelling, “Mine’s on…”</td>
<td>Adequate job; could be better.</td>
<td>Wow, you got my attention! Awesome thesis. It was relevant to ME. Clear preview!</td>
</tr>
<tr>
<td>Delivery</td>
<td>Sitting down; reading notes; little to no eye contact; monotone or reading voice</td>
<td>Adequate enthusiasm; moderate attempt at connecting with group; adequate dynamics</td>
<td>Standing, compelling delivery to group members; powerful dynamics and eye contact</td>
</tr>
<tr>
<td>Source Quality</td>
<td>Wikipedia; encyclopedias; poor sources, no sources, biased sources, or not enough</td>
<td>Average sources; only 1 source per point; moderately supports points</td>
<td>Established experts supporting your points from strong sources; clear support</td>
</tr>
<tr>
<td>Source Citations in Speech</td>
<td>0-1 citations</td>
<td>2-4 citations</td>
<td>5 or more citations</td>
</tr>
<tr>
<td>Reductionism Level Appropriate for Lay Audience</td>
<td>Far too technical; or 6 or more terms/concepts explained</td>
<td>Still a bit too technical, or 4-5 terms/concepts explained</td>
<td>Correct reductionism level; 1-3 terms/concepts explained</td>
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<tr>
<td>Persuasive Strategies</td>
<td>Informative only; no persuasion offered</td>
<td>Weak 2-sided refutational;</td>
<td>Clear 2 sided refutation; additional Cialdini compliance gaining strategies also</td>
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<tr>
<td>Action Step</td>
<td>No action step, or weak, or implausible</td>
<td>Adequate action step; could be more compelling</td>
<td>Compelling action step! Clear, distinct, measurable. I can do that!</td>
</tr>
<tr>
<td>Outline</td>
<td>5 or more errors; or no outline</td>
<td>3-4 errors; needs some work</td>
<td>0-2 errors; “camera ready”</td>
</tr>
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</table>

Time: ______________      TOTAL POINTS: __________________________

(add numeric scores above and divide by 3 to get total points)

Suggestions for Improvement: (15 points possible)

Strong Points:
Peer Workshop 2: Group Peer Review Points Sheet
(to be turned in at the end of class on Peer Review 2 Workshop Day)  Group#_____  Section _______

Group Member 1 Name: ____________________________
Self Score: _____________________ (/10 points)
Raw Scores from other group members: __________, __________, __________, __________
Average Score from group members: _____________ (/10 points) (2 decimals is fine if needed)
Total Score: (add Self + Average Score together): ___________ (/20 points)

Group Member 2 Name: ____________________________
Self Score: _____________________ (/10 points)
Raw Scores from other group members: __________, __________, __________, __________
Average Score from group members: _____________ (/10 points) (2 decimals is fine if needed)
Total Score: (add Self + Average Score together): ___________ (/20 points)

Group Member 3 Name: ____________________________
Self Score: _____________________ (/10 points)
Raw Scores from other group members: __________, __________, __________, __________
Average Score from group members: _____________ (/10 points) (2 decimals is fine if needed)
Total Score: (add Self + Average Score together): ___________ (/20 points)

Group Member 4 Name: ____________________________
Self Score: _____________________ (/10 points)
Raw Scores from other group members: __________, __________, __________, __________
Average Score from group members: _____________ (/10 points) (2 decimals is fine if needed)
Total Score: (add Self + Average Score together): ___________ (/20 points)

Group Member 5 Name: ____________________________
Self Score: _____________________ (/10 points)
Raw Scores from other group members: __________, __________, __________, __________
Average Score from group members: _____________ (/10 points) (2 decimals is fine if needed)
Total Score: (add Self + Average Score together): ___________ (/20 points)
**Toulmin Model of Argument**

**Claim**
A conclusion that a persuasive speaker wants an audience to reach as a result of the speech. May be of fact, value, or policy.

**Grounds (Evidence)**
The evidence a speaker offers in support of a claim. Can be examples, facts, statistics, expert opinions, explanations, descriptions, or narratives.

**Warrant (Reasoning)**
Links grounds and claims by means of generalization, comparison, cause, sign, and authority.

**Backing**
Support for the warrant. Especially important in cases where the audience is either unfamiliar with the warrant or unconvinced of its truth.

**Rebuttal**
An exception to or a refutation of the argument.

**Qualifier**
The likelihood of probability that the claim is true.

**Verifier**
Reasons why the data are believable.
Types of Warrants (Reasoning)

**Generalization Warrant:** a statement that either establishes a general rule or principle or applies an established rule or principle to a specific case.

*Questions to ask when evaluating a generalization:*

1. Are the grounds relevant to the claim?
2. Is there a sufficient quantity of grounds to establish the claim?
3. Are the grounds typical of the larger population?
4. Is overgeneralization avoided?
5. Are there significant negative examples?

**Comparison (Analogy) Warrant:** a claim that two cases that are similar in some known respects are also similar in some unknown respects.

*Questions to ask when evaluating comparisons or analogies:*

1. Are only literal analogies used for proof?
2. Do the similarities outweigh the differences?
3. Are the similarities more relevant than the differences to the claim being made?

**Causal Warrant:** a claim that a cause will produce or has produced an effect.

*Questions to ask when evaluating causal reasoning:*

1. Is the cause related to the alleged effect?
2. Are there other causes of the effect?
3. Are there other effects from the same cause?
4. Has time sequence been mistaken for cause (post hoc fallacy)?

**Sign Warrant:** reasoning in which the presence of an observed phenomenon is used to indicate the presence of an unobserved phenomenon.

*Questions to ask when evaluating sign reasoning:*

1. Are the signs reliable indicators of the claim?
2. Are there conflicting signs?

**Authority Warrant:** reasoning in which the claim is believed because of the authority of the source.

*Questions to ask when evaluating authority warrants:*

1. Is the authority truly an expert in the area under discussion?
2. Is the authority acting on reliable information?

Toulmin, Point Development, and Outlining

Hopefully, Toulmin makes some sense in the context of your outlines. Now, your “claims” in the Toulmin model are the claims you’re making on your outlines—i.e., your main points. For example, from the Toulmin lecture, an outline for the claim that “Mr. Ihde is a U.S. citizen” should look a bit like this:

I. **Main Point 1**: Mr. Ihde is a U.S. citizen.
   A. Mr. Ihde was born in New York.

Here, the data are my subpoint and my claim is the main point. And, since I want you to have more than one subpoint per main point (claim), there can be more than one data set that support your claim.

Here’s another example:

I. **Main Point 1**: Buying the Hyundai Sonata is a smart move.
   A. The Hyundai Sonata has 19 more horsepower than the BMW 525i (commercial).
   B. The Hyundai Sonata has superior acceleration compared with the BMW 525i (commercial).
   C. The Hyundai Sonata has America’s best warranty (commercial).

So these commercials build their arguments this way, putting data into the “subpoint” spots and their claims as “main points.” A generic view could look like this:

I. **Main Point 1**: Claim.
   A. Data 1.
   B. Data 2.
   C. Data 3.

Notice that the warrants to these arguments are not stated here, but implied. For example, with the Hyundai Sonata, an implied comparison warrant for subpoint A could be, “19 more horsepower than an expensive luxury car must be a good thing,” and so on. This setup can work effectively for you also—but notice that the commercial puts “all eggs into one basket” by having the data simply come from the commercial!

To make matters more interesting, you can have sub-sub points where the sub-points now take the role of claims and the sub-sub points become the data that support the claims!
Defects of Reasoning: The Fallacies

**Fallacies Associated with Grounds**
- **unsupported assertion**: The absence of any argument at all.
- **distorted evidence**: Significant omissions or changes in the grounds of an argument that alter its original intent.
- **isolated examples**: Nontypical or nonrepresentative examples that are used to prove a general claim.
- **misused statistics**: Statistics that involve errors such as poor sampling, lack of significant differences, misuse of average, or misuse of percentages.

**Fallacies Associated with Claims**
- **red herring (smoke screen)**: An irrelevant issue introduced into a controversy to divert attention from the real controversy.
- **arguing in a circle (begging the question)**: An argument that proves nothing because the claim to be proved is used as the grounds or warrant for the argument.

**Fallacies Associated with Generalization Warrants**
- **hasty generalization**: An argument that occurs when there are too few instances to support a generalization or the instances are unrepresentative of the generalization.
- **stereotyping**: The assumption that what is considered to be true of a larger class is necessarily true of particular members of that class.
- **false dilemma**: A generalization that implies there are only two choices when there are more than two.

**Fallacy Associated with Comparison (Analogy) Warrants**
- **false analogy**: The comparison of two different things that are not really comparable.

**Fallacies Associated with Causal Warrants**
- **post hoc, ergo propter hoc** (“after this, therefore because of this”): The assumption that because one event preceded another, the first event must be the cause of the second event.
- **slippery slope**: The assumption that just because one event occurs, it will automatically lead to a series of undesirable events even though there is no relationship between the action and the projected events.

**Fallacy Associated with Sign Warrants**
- **mistaking correlation for cause**: The assumption that because one thing is the sign of another, they are causally related.
Fallacies Associated with Authority Warrants

- **halo effect**: The assumption that just because you like or respect a person, whatever he or she say must be true.
- **ad hominem**: The claim that something must be false because the person who said it is not credible, regardless of the argument itself.

Fallacies Associated with Qualifiers

- **loaded language**: Language that has strong emotional connotations.
- **hyperbole**: An exaggeration of a claim.

Fallacies Associated with Rebuttals

- **straw person**: An argument made in refutation that misstates the argument being refuted. Rather than refuting the real argument, the other side constructs a person of straw, which is easy to knock down.
- **ignoring the issue**: An argument made in refutation that ignores the claim made by the other side.

Additional Fallacy

- **non sequitur**: An argument that does not follow from its premises.
Self-Evaluation Assignment

Assignment: Critique yourself as a public speaker, and discuss what impact the material you have learned in this course has had on you.

Due Date: See Syllabus. (-50% for being late). Upload as an MS Word or Adobe PDF document to the Assignments tab in Webcourses on the date indicated in your syllabus.

Format: At least 750 words, double-spaced, one-inch margins all the way around, 12-point font (11-pt default Word 2010 is fine). Have a title on top of the first page, and your name, course, and section number at the upper-right hand corner. Then begin your paper.

Content: Review what you have learned in this class, and apply those principles to yourself as a public speaker. Review your speech videos and analyze how your public speaking style has developed. This will require a healthy dose of self-reflection. Then, using the question below as guides, write your paper in paragraph form. I may use some of your quotes for the benefit of future students.

- What were some of the main principles you have learned in this course? What impact have they had on you? Why?
- Have you improved in your public speaking abilities? If so, how? What advice would you give others who want to learn about public speaking?
- What are your strengths and weaknesses as a public speaker?
- In what areas do you feel you have room for the most improvement?
- What kinds of feedback were/are most helpful for you (oral, class, instructor, visual, other)?
- What part of the speech process (intro, body, conclusion, transitions, summary, research, haymaker, delivery, other) was easiest for you? What was the most difficult? Why?
- If you were to take this course again, what would you do differently? Why?
- Every person who speaks has a distinctive style. How would you describe your distinctive style?
- Which speech was the most difficult for you? Which was the easiest? Why?
- What feedback would you have appreciated to receive?
- I have no doubt that you have sat under your share of put-you-to-sleep teachers and professors. How does this influence you as a public speaker?
- If you were running this course, what would you do differently to help students improve their public speaking skills?
- Of course, any other germane topics are welcome as well.

Grading: I am most interested in your honest self-analysis. Merely regurgitating course material back to me for the sake of filling space does neither of us any good (“The ELM has changed my life forever!”). Give careful thought to this—this assignment is one of those rare ones where you are the focus. Grading will be based on proper use of grammar (see the Writing Center on campus if you need help with this), higher-level thinking skills, thoroughness of analysis, and completeness.
# Video Critique Speech Evaluation Form

**Topic:** ____________________________  

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**Clicker**

**Strong Points:**  

**Areas for Improvement:**  

**Comments:**
## Job Artifact Speech Evaluation Form

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**Strong Points:**

**Areas for Improvement:**

**Comments:**

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Speech No.________  Speaker_____________________________  Evaluator___________________________

Topic:______________________________________________________

Haymaker, with Impact
## Persuasive Reductionism Speech Evaluation Form

**Topic:**

### Criteria

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<td>Addressed Main Counterarguments</td>
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<tr>
<td><strong>Conclusion</strong></td>
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<tr>
<td>Summary of Main Points</td>
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<td>Haymaker, with Impact</td>
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<td>Specific Action Step</td>
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<td><strong>Effectiveness</strong></td>
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<td><strong>Overall Impression</strong></td>
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**Strong Points:**

**Areas for Improvement:**

**Comments:**
Sample Grade Sheet

**Job Artifact Speech**

**Wednesday March 15, 2010**

**Speaker #:** 6  
**Name:** Frankie Talkalot  
**Title:** Camp Counseling  
**Time:** 05:29:4 (3 to 5 min.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Grade</th>
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<tr>
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<td>C</td>
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<tr>
<td>Clear Thesis Statement</td>
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<td>D</td>
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<tr>
<td>Shown Relevance to Audience</td>
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<td>Shown Preview</td>
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<td>Appropriate Voice Volume</td>
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<td>C</td>
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<tr>
<td>Conversational Voice Tone</td>
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<td>C+</td>
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<tr>
<td>Eye Contact with Audience</td>
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<td>C</td>
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<tr>
<td>Visual, Appropriate Gestures</td>
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<tr>
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<tr>
<td>Posture</td>
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<td>C</td>
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<tr>
<td>Use of Visual Aids</td>
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<tr>
<td>Clear, Smooth Transitions</td>
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<td>Well-Developed Main Points</td>
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<td>Organization of Information</td>
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<td>Effectiveness of Speech Overall</td>
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<td>C+</td>
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**Introduction**
- **Outline (Outline):** 100  
- **Introduction (Outline):** 93  
- **Body (Outline):** 95  
- **General Format (Outline):** 87  
- **Conclusion (Outline):** 88  

**Delivery**
- **Introduction:** 80 B (12.5%)  
- **Use of Visual Aids:** 85 B (5%)  
- **Transitions:** 95 A (5%)  
- **Body (25%):** 91.67 A- (12.5%)  
- **Conclusion:** 91 A- (12.5%)  
- **Overall Effectiveness:** 77 C+ (10%)  

**Overall:** 92.4 A- (10%)

**Final Grade:** 83.69 B

**Notes:**
- **Bonus? (raw points):** 1  
- **Deductions? (raw points):** 1  
- **Time Penalty? (-5%/min. = -5 points/min.):** -2.3  
- **Time:** 00:29:4 over—watch the time!

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