

PUBLIC SPEAKING

CMST 2060

Instructor: Liz Sills

Office: 144 Coates Hall

E-mail: esills2@lsu.edu

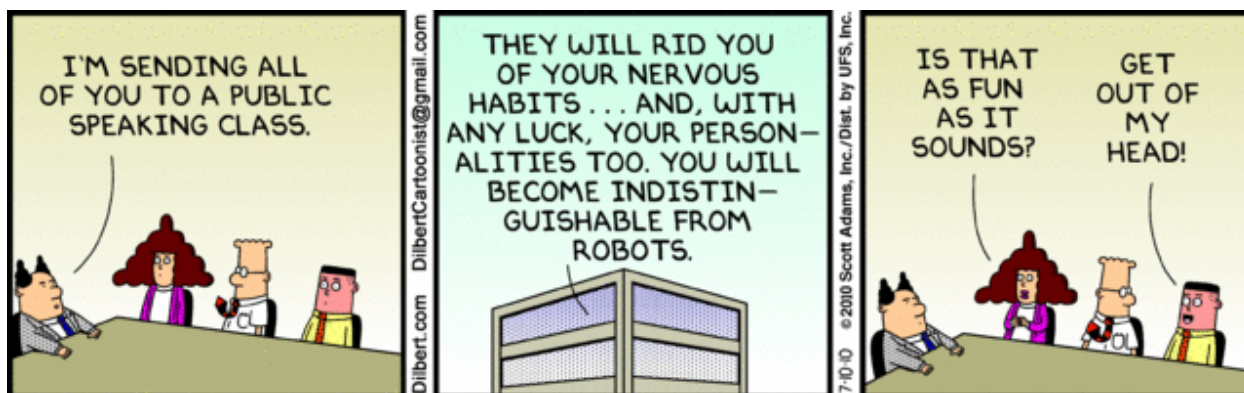
Office Hours: T&TH, 11 am-12pm; 3pm-4pm

Required Course Materials:

Stephen E. Lucas's *The Art of Public Speaking*, 11th Edition

One two-pocket folder for handing in speech materials

As a General Education Humanities Course, CMST 2060 will enable students to demonstrate an understanding of historical, cultural, and philosophical complexity that supports sophisticated discourse.



As a result of this course, students should:

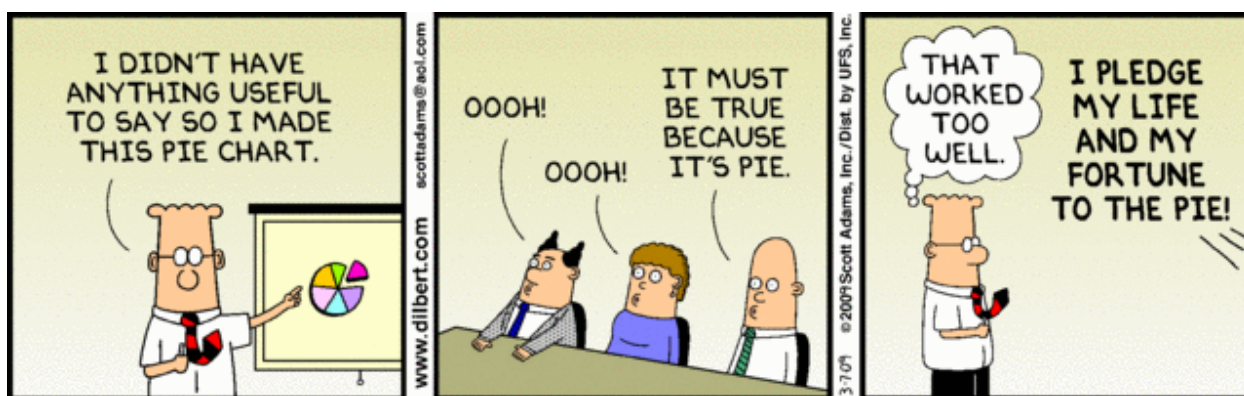
1. Understand the principles of rhetoric and effectively utilize them in crafting well researched, reasoned, and appealing speeches.
2. Choose topics for public speaking that are timely, relevant, and adaptable given varying situations in which the message may be delivered, and for different audiences.
3. Effectively and critically evaluate message/speech content and delivery, both when examining one's own work as well as that of others.
4. Understand and utilize the verbal and nonverbal elements essential for exemplary speech delivery.
5. Analyze and discuss speeches of historical, political and social significance.

Absences/Late Work: Tell me ahead of time if you're going to miss a speech day. Excusable reasons for missing are, to be frank, few and far between, but include unexpected sickness **proven** by the presentation of a doctor's note, family emergency **proven** through presentation of an obituary, etc., or a university-sanctioned activity like a game or a concert **proven** by a note from an advisor or an instructor. Under these circumstances, I will work out a way for you to make up the speech (either on another day during the same round, or during my office hours in front of

myself and a few other instructors). Make-up speeches are reserved for **students who are in good standing** in the course, provide me with an **outline of their speech within twenty-four hours** of missing it, and **schedule a make-up within one week**.

Missed speeches that are not accompanied by proof of excused absence and an outline may be made up within the week they are missed for the **maximum grade of a C**. (Life happens, but not without consequences.)

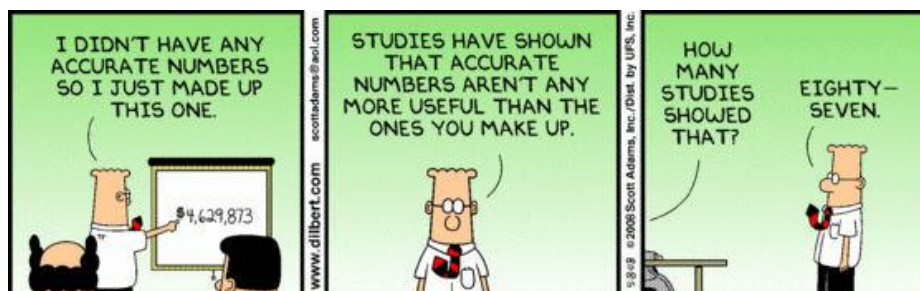
Other major course assignments will be due in-class. If you can't make the in-class deadline, you can turn the assignment in for **increasingly fewer points** throughout that day, up **until 5pm**. After that point, work will no longer be accepted without proof of extenuating circumstances (see above).



Research Participation: The material you will learn in this course is the product of research. The goal of the research learning requirement is to help you to gain knowledge about the process by which scholars attempt to understand human behavior. All students taking CMST 1061, 2010, 1150, and 2060 must complete a research learning requirement. For each course in which a student is enrolled, he or she must complete 2 research credits. You can fulfill your requirement by

1. Participating in research studies conducted in the Department of Communication Studies. All studies that last between 0 and 30 minutes will count as one credit. Any study that lasts between 31 and 60 minutes will count as two credits. Each study will specify the number of credits a student can earn for completion. There will be several survey and experimental studies conducted throughout the semester. These studies are held on campus at various times and in various locations or are administered through online survey software. All available studies are approved by the Institutional Review Board at LSU.
2. Participating in an organized departmental function such as debate or public speaking competition. Only departmental sanctioned events will count toward a student's research learning requirement; thus, no credit will be given for a student attending an outside speaker or performance.
3. Serving as a research assistant for a faculty member in the Department of Communication Studies. The number of units and requirements for those units will be set by the researcher and either accepted or rejected by the student. The research learning requirement is worth 3% of your total grade; you will receive your 3% if you accumulate 2 research credits during the given semester. Please note that all research learning credits must be completed and allocated by Tuesday December 1 at 11:59 PM (the Tuesday

prior to the start of the concentrated study period). ALL available options to earn credit are posted on an electronic bulletin board located at <https://lsuhumanresearch.sona-systems.com/Default.aspx?ReturnUrl=/> . When you go to this website, you will first have to request an account. Once you have secured an account, you will be able to log in and see the options available to you for your various CMST courses. Please note that various ways to fulfill your research learning requirement will appear on this bulletin board throughout the semester. You are encouraged to check the system on a regular basis for current credit options that fit your interests as well as your schedule. It is very important that when you sign-up for a credit option that you attend that option or cancel your sign up. Failure to show up twice during one semester will result in your access to the system being restricted and you being unable to complete your research learning requirement. Valid excuses for failing to cancel a sign up and missing a credit option are the same as those found in LSU Policy Statement 31. Detailed instructions on how to request an account and to navigate the system are posted on the homepage of the Department of Communication Studies, <http://www.lsu.edu/cmst>. Click on RESOURCES and RESEARCH PARTICIPATION SYSTEM. Scroll down to find the document titled “RPS – Instructions for Students.” You are encouraged to create an account during the first week of classes so that any problems that arise can be remedied before it is too late. If you have questions about this requirement or the online system that keeps track of credits, please email researchadmin@lsu.edu.



Academic Misconduct: Don't plagiarize. Any student found to have turned in material not their own (either downloaded from the internet or written by another student) will immediately be reported to the Dean of Students. You can find the official LSU policies on plagiarism here: <http://www.lib.lsu.edu/instruction/plagiarism2.html> .Your work would be considered as plagiarism in part or entirely if it involves any of the following:

- Submitting work that was written by someone other than you (an online source, a friend, etc.).
- Submitting work in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references. Simply rewording a sentence does not make work your own.
- Submitting work in which you “cut and paste” or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.

- Submitting work that you have written together with a friend as if it was solely your own intellectual property.
- Submitting work for CMST 2060 that you wrote verbatim for another class.

Students with Disabilities: The Americans with Disabilities Act and the Rehabilitation Act of 1973 states: “If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a coordinator in the Office of Disability Affairs (112 Johnston Hall) so that such accommodations can be arranged. After you receive the accommodation letters, please meet with me to discuss the provisions of those accommodations.

Do you have a major?

Business leaders and other professionals recognize the importance of developing communication skills and analysis. Alan Greenspan, for example, stated, “To succeed, you will soon learn, as I did, the importance of a solid foundation in the basics of education – literacy, both verbal and numerical, and communication skills.” We hope this course contributes to your success.

To learn more about communication, you may want to major or minor in the Department of Communication Studies. The program explores how people sustain and change, experience, and make sense of the world through symbolic action. Students develop conceptual skills to analyze written, oral, and visual messages. Students gain practical experience in such areas such as public speaking, group decision-making, performance, and film. Such skills are elemental to careers in business, government, law, social services, and the arts.

A major in Communication Studies requires 36 hours including 12 hours of core classes and 12 hours at the 3000 or 4000 level. A minor requires 15 hours with one core class and 6 hours at the 3000 level or above.

More information is available at www.lsu.edu/cmst or by contacting our undergraduate advisor Mr. Kent Filbel (kfilli@lsu.edu), whose hours are posted at his office, 135 Coates Hall.

Point Breakdown: The overall course is worth 1000 points. Different categories of assignments are worth different amounts of your overall grade, roughly as follows:

Quizzes (5): 100 points

Midterm Essay: 50 points

Speeches (4): 600 points

Final Essay: 50 points

Topic Proposals (2): 20 points

Self-Evaluations(4): 50 points

Peer Critiques (4): 100 points

Research Credits: 30 points



Date	Material	Homework
Th 1/14	Course Introduction	Read Chs. 1 & 2
Tue 1/19	Speech Anxiety and Ethics (QUIZ)	Read Chs. 4 & 14
Th 1/21	Speech 1 Assignment and Visual Aids	Read Ch. 13
Tue 1/26	Delivery (QUIZ)	Write a Great Speech!
Th 1/28	Speech 1	Write a Great Speech!
Tue 2/2	Speech 1	Read Ch. 15; Self-Evaluation Essay
Th 2/4	Speech 2 Assignment and Humor	Read Chs. 5 & 6; Speech 2 Topic Proposal
Tue 2/9	NO CLASS - MARDI GRAS BREAK	
Th 2/11	Audience Analysis and Brainstorming (QUIZ)	Read Chs. 8 & 9
Tue 2/16	Organizational Strategies and Evidence	Formal Outline
Th 2/18	Formal Outlines (QUIZ)	Write a Great Speech!
Tue 2/23	Speech 2	Write a Great Speech
Th 2/25	Speech 2	Write a Great Speech!
Tue 3/1	Speech 2	Write a Great Speech!
Th 3/3	Speech 2	Read Ch. 16; Self-Evaluation Essay
Tue 3/8	Speech 3 Assignment and Myths	Read Ch. 17; Speech 3 Topic Proposal
Th 3/10	Logos	Midterm Essay (due 3/29)
Tue 3/15	Ethos and Logical Fallacies (QUIZ)	Midterm Essay (due 3/29)
Th 3/17	Pathos	Write a Great Speech!; Midterm Essay due 3/29
Tue 3/22	NO CLASS - SPRING BREAK	

Th 3/24	NO CLASS - SPRING BREAK	
Tue 3/29	Speech 3	Write a Great Speech!
Th 3/31	Speech 3	Write a Great Speech!
Tue 4/5	Speech 3	Write a Great Speech!
Th 4/7	Speech 3	Read Ch. 18; Self-Evaluation Essay
Tue 4/12	Speech 4 Assignment and Commemoration	Read Ch. 12
Th 4/14	Commemorative Style	Write a Great Speech!
Tue 4/19	Speech 4	Write a Great Speech!
Th 4/21	Speech 4	Write a Great Speech!
Tue 4/26	Speech 4	Write a Great Speech!
Th 4/28	Speech 4	Final Essay; Self-Evaluation Essay
FINALS WEEK	Final Essay and Speech 4 Self-Eval Due	

Speech of Introduction

Length: Between 2.30 and 3 minutes

Required materials: your **speaking outline**, submitted in your **two-pocket folder** on either handwritten notecards or on an 8 ½ x 11” printed page (NOTE: speaking notes submitted on a sheet of paper – as opposed to notecards – must be typed)

Points: 100 (75 for the overall presentation, 25 for speaking outline)

Goals:

Tell us something about yourself, in the form of a brief story, so that we can get to know you better.

Become a rhetorical public speaker by describing something about that story that can do some good for the audience – generalize your experience by describing its overall ethic. Audiences love stories they can identify with.

Gain experience speaking extemporaneously, with a keyword outline.

Get accustomed to speaking with a time limit.

Organization:

Introduction – Spend the first chunk of the speech warming us up the topic to come. Tell us your **central idea**, and **preview** how the speech is going to arrive there. Because this speech is so short, be careful that the introduction only takes **about 30 seconds**.

Narrative – Tell us your story. To draw the audience in, you need to create an atmosphere rife with **vivid sensory details** (descriptions of the setting, dialogue, etc.) that really help us feel like we’re there with you (without making the story feel cluttered), follow a **clear plotline** free of unrelated tangents, and make **your perspective** clear so that we know what you think about your experience. This **must be a story about you**; that is, telling us about a crazy stunt your best friend pulled one night when you weren’t around doesn’t really fulfill the “introducing yourself” mission of the speech. All that being said, it’s best to zero in on a fairly short interaction, because this chunk of the speech should take **about one minute**, which isn’t long enough to tell us about the entire two weeks your family spent in the Bahamas. Aim for shorter experiences, so you have time to add detail to the plot.

Ethic – Why should we be interested in you? *Cui bono*? Find a way to relate the narrative to the audience. Does the story have a **moral**? Does it illuminate some aspect of some **public controversy**? This is **not** meant to be a one-sentence afterthought at the end of the speech. To ensure the audience has time to really dig into the relevance of your story in their lives, this chunk of the speech should take up about the same amount of time as the narrative itself: **about one minute**. This is not an opportunity to preach: give your audience **something to think about**, but don’t tell them what to do. (Save that for Speech 3.) This last segment should also **wind the**

speech down to a close. Audiences get confused when a speech ends suddenly and without warning, so make some effort toward easing us into the payoff.

[Items mentioned in bold are concerns for which you will be evaluated. Attention should also be paid to demarcating each chunk of the speech to create a sense of organization, and to basic delivery skills.]

Colleague Critique: Speech of Introduction

Respondent: _____

Speaker: _____

After your observation of their speech, this member of your speech pod will receive your feedback in their speech folder along with their grade sheet. Remember to avoid critiquing them as a person—the goal is to focus on various aspects of the presentation itself. Emphasis should be on “I-statements;” conversely, demanding language (e.g. “You should...”) should generally be avoided.

1. How well does the speech’s introduction...
 - a. Arouse audience attention?

 - b. Prepare us for the rest of the speech?

2. Consider the speech’s narrative.
 - a. How well does it describe the characters and the situation?

 - b. How clear is its focus and purpose? Is there a discernible plotline?

3. Consider the speech’s ethic (reason for audience investment).
 - a. How clearly is it stated? Does the audience have time to absorb its implications?

 - b. How easily and logically does it follow from the story?

4. How does the delivery enhance or detract from the quality of the overall speech?
 - a. Vocal expression?

 - b. Overall body language?

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 - a. Vocal expression?

 - b. Overall body language?

SPEECH 1: OF INTRODUCTION*Instructor Critique*Speaker: _____

Introduction: ____/15

- Piques attention
 - Clearly states main idea
 - Previews general mission of speech
 - Appropriate length
 - Transitions effectively
-

Narrative: ____/25

- Vivid descriptions
 - Clear plotline
 - Speaker's perspective at the forefront
 - Story has clear purpose
 - Appropriate length
 - Clearly demarcated
-

Ethic: ____/20

- Moral or public issue is clearly stated
 - Connection to narrative is clear and logical
 - Does not attempt to preach/persuade
 - Winds the speech down without ending abruptly
 - Appropriate length
 - Clearly demarcated
-

Delivery: ____/15

- Is dynamic - seems invested in topic
 - Clear of distracting gestures, verbal pauses
 - Eye contact, conversational delivery style
 - Use of outline (not ignored or used as a crutch)
 - Appropriate dress, manner for target audience
-

Keyword Outline: ____/25

Total: ____/100

Essay: Speech Self-Evaluation

You've completed your speech - congratulations! Before you get your grade sheet and colleague critiques back, it's valuable to take a minute for introspection. How did it go? As you answer this basic question, please address these three main areas of interest in about equal proportions:

Preparation – What efforts did you put toward getting ready for your time in the spotlight? Were they not enough? Too much? This can include research, writing, and rehearsal.

Performance – How'd things go when you got up there? Did you do better than you expected? Not so much? Detail what aspects of your presentation you feel were noteworthy, for better or for worse.

Plans for the Future – Based on your assessment of yourself, what are your goals for improvement in future speeches? What areas in particular demand attention?

Length: 1 ½ - 2 pages, typed

Font: Times New Roman

Paragraph Setting: Double-Spaced

Due: the first class meeting after the end of the round of speeches

Speech 2: of Enrichment

Length: between 5 and 6 minutes

Required materials: your **keyword speaking outline** on either handwritten notecards or on an 8 ½ x 11” printed page; your **formal outline** (NOTE: these are two different documents); an APA-style **bibliography of at least three sources**; and **copies of two pieces of evidence** used in the speech (NOTE: include only one page from each source, and highlight the passages you cited in the speech); all submitted in your **two-pocket folder**

Points: 200

Goals:

Perform audience analysis to determine a topic about which we need more information.

Use an organizational scheme to arrange the speech into separate points that flow logically together.

Continue to hone extemporaneous speaking skills.

Practice informing in a noncontroversial manner.

General Description:

This speech is meant to inform and entertain. That sounds simple at the outset, but there’s a lot that goes into both aspects of this.

Informing means:

picking a **topic that we’re interested in, but don’t know much about** already (i.e. telling us how to make a peanut butter jelly sandwich is a waste of our 6-7 minutes, since almost everyone can already do it).

researching the topic – if it’s information you can rattle off the top of your head, there’s an excellent chance we know it, too. In this speech, you’ll be responsible for using and citing **at least three sources (one of which was published within the past 3 months)** to make the knowledge you’re sharing seem credible.

Entertaining means:

maintaining a happy affective payoff for the audience – **keeping the speech lighthearted**, or even funny, to maintain interest. (Vomiting facts at an audience for seven straight minutes is, frankly, boring for everyone, including you.)

avoiding controversy – for example, informing us about the benefits of joining the NRA is divisive, and may shut down half of your audience. If you choose to inform us about a public

controversy, **address multiple perspectives** so you're not telling us what to think, but rather what to think *about*.

In order to accomplish both of the goals, the speech will also have to be clearly organized so that it's easy to follow. It will need to incorporate an introduction that grabs attention, then **explicitly previews (point-by-point)** the ideas to come. It should also include a conclusion that **explicitly recaps (point-by-point)** what has been discussed, as well as winds the speech down and gives it a sense of closure. In between, there should be **2-3 main points** arranged in a manner that follows one of the **organizational schemes** we will discuss in class. These points should be cohesive, topical, and should **transition effectively** from one to the next so you're not suddenly penguins are so cute! I love how they look like they're wearing little tuxedos. And *March of the Penguins* is an epic, epic film.

[Items mentioned in bold are concerns for which you will be evaluated. Attention should also be paid to basic delivery skills.]

TOPIC PROPOSAL – SPEECH OF ENRICHMENT

Name: _____

Topic:

Specific Purpose:

Thesis:

Tentative 2-3 Main Points:

Cui bono? How will my topic choice benefit my audience? To what common interests does it relate?

Colleague Critique: Speech of Enrichment

Respondent: _____

Speaker: _____

After your observation of their speech, this member of your speech pod will receive your feedback in their speech folder along with their grade sheet. Remember to avoid critiquing them as a person—the goal is to focus on various aspects of the presentation itself. Emphasis should be on “I-statements;” conversely, demanding language (e.g. “You should...”) should generally be avoided.

1. How well does the speech’s introduction...
 - a. Arouse audience attention?

 - b. Articulate a clear thesis statement?

 - c. Preview 2-3 main points?

2. Does the organizational strategy fit the topic? Why or why not?

3. Consider the evidence in the speech. Does it seem credible? Is it cited clearly (ADP)?

4. How clear is the speech’s conclusion? Are the main points summarized?

5. To what extent does the delivery of the speech enhance the quality of the presentation?

Colleague Critique: Speech of Enrichment

Respondent: _____

Speaker: _____

After your observation of their speech, this member of your speech pod will receive your feedback in their speech folder along with their grade sheet. Remember to avoid critiquing them as a person—the goal is to focus on various aspects of the presentation itself. Emphasis should be on “I-statements;” conversely, demanding language (e.g. “You should...”) should generally be avoided.

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 - c. Preview 2-3 main points?

2. Does the organizational strategy fit the topic? Why or why not?

3. Consider the evidence in the speech. Does it seem credible? Is it cited clearly (ADP)?

4. How clear is the speech’s conclusion? Are the main points summarized?

5. To what extent does the delivery of the speech enhance the quality of the presentation?

Colleague Critique: Speech of Enrichment

Respondent: _____

Speaker: _____

After your observation of their speech, this member of your speech pod will receive your feedback in their speech folder along with their grade sheet. Remember to avoid critiquing them as a person—the goal is to focus on various aspects of the presentation itself. Emphasis should be on “I-statements;” conversely, demanding language (e.g. “You should...”) should generally be avoided.

1. How well does the speech’s introduction...
 - a. Arouse audience attention?

 - b. Articulate a clear thesis statement?

 - c. Preview 2-3 main points?

2. Does the organizational strategy fit the topic? Why or why not?

3. Consider the evidence in the speech. Does it seem credible? Is it cited clearly (ADP)?

4. How clear is the speech’s conclusion? Are the main points summarized?

5. To what extent does the delivery of the speech enhance the quality of the presentation?

SPEECH 2: OF ENRICHMENT

Instructor Critique

Speaker: _____

Introduction: ____/15

- Piques attention
 - Clearly states main idea
 - Explicit preview
-

Organization: ____/20

- Logical organizational strategy
 - Clear transitions from point to point
 - Thesis remains at the forefront
 - Ideal number of cohesive main points
-

Audience Adaptation: ____/20

- Topic important to target audience
 - New information
 - Unbiased and lighthearted
-

Appropriate Evidence: ____/25

- All claims supported with quality evidence
 - At least three sources cited correctly in-speech
 - Explains how evidence proves claims
-

Conclusion: ____/15

- Winds speech down comfortably
 - Explicit recap of main points
 - Drives thesis home
-

Delivery: ____/15

- Is dynamic - seems invested in topic
 - Clear of distracting gestures, verbal pauses
 - Eye contact, conversational delivery style
 - Use of outline (not ignored or used as a crutch)
 - Appropriate dress, manner for target audience
-

Formal Outline: ____/50

Keyword Outline (Speaking Notes): ____/20

APA Bibliography: ____/10

Highlighted Evidence: ____/10

Total: ____/200

Outside Speaker Assignment

Length: 3 pages

Font: Times New Roman

Paragraph Setting: Double-Spaced

Due: during the assigned Final time for our class

Points: 50

For this assignment, you'll write a short essay that analyzes and evaluates an event involving public speech. There are plenty of opportunities to hear lectures or public talks on campus and in the community. You might also consider attending a public hearing on a controversial issue, in which everyday citizens are invited to express their viewpoints and advocate specific policies or actions. Or, you could attend a public demonstration, if it will include speeches that attempt to raise awareness of an issue or influence action. For the purposes of this assignment, the event cannot be a fee-based event (such as a business seminar) or a non-event instance of speaking, such as a church sermon or a regular classroom lecture (which occur on a regular basis and have less of a rhetorical exigency). You must attend in person. If you are not sure whether an event fits the assignment, check with the instructor.

Your essay should have a clear introduction, body, and conclusion. In the introduction (the first paragraph or two), you should describe the basic elements of the speech process you are observing. This should include an identification of the **speaker**, the **audience**, the purpose of the speaker's **message**, and the **situation** to which the speech is a response.

The body of the essay (three to four paragraphs) should analyze the various dimensions of the speech in relation to these criteria:

Structure – How well does the introduction attention and interest? Establish credibility? How is the body organized? Are transitions effective? How clear is the conclusion? Does it reinforce the main idea?

Content – Does the speech have a clear, focused thesis? If so, what is it? Is the relevance of the thesis apparent to the audience? Are main points clear and accessible? Is evidence sufficient and relevant?

Delivery – Describe vocal qualities (rate, articulation, variety, pauses), physical qualities (eye contact, gestures, distracting mannerisms), and language qualities (accuracy, specificity, appropriateness).

The conclusion of the essay (one paragraph) should make a judgment of the speech as a whole based on your analysis.

The essay will be graded on the inclusion of the above concerns, as well as being free of basic mechanical errors (e.g. spelling and grammar). This is meant to be a formal essay, and will be evaluated as such.

Speech 3: of Advocacy

Length: between 5 and 6 minutes

Required materials: your **keyword speaking outline** on either handwritten notecards or on an 8 ½ x 11" printed page; your **formal outline** (NOTE: these are two different documents); an **APA-style bibliography of at least three sources**; and **copies of two pieces of evidence** used in the speech (NOTE: include only one page from each source, and highlight the passages you cited in the speech); all submitted in your **two-pocket folder**

Points: 200

Goals:

Perform audience analysis to determine how the classroom can build a bridge to a great public sphere.

Continue to develop organizational skills to channel audience energy.

Persuade using logic, emotion, and your own character.

Continue to hone extemporaneous speaking skills.

General Description:

The goal of this speech is to be like an octopus: think tentacles. You'll start with **an idea** that you're pretty sure that your **audience already agrees** with (the body of the octopus). This can be a public issue, or it can be a value that ties into public life. Your goal is to persuade each member of your audience to **rally around that idea**, and then do something to **take it public** (the tentacles). That is, the audience can directly take action themselves ("Never eat generic foods!" or "Buy a cat!"), or they can prod others to take action ("Write your senator!" or "Recruit a Race for the Cure team!"). You could also suggest an idea that you would like your audience to disseminate ("Now we all agree that Marvel comics are far superior to DC – tell your friends!"). At the end of your speech, **the audience must have a very clear idea of what you want them to think or do**. Make a statement. There is no room for back-door persuasion in a speech of advocacy.

In order to do this effectively, you'll need to bolster your own credibility. People will not do what you want them to unless they think you're worth listening to. As such, you'll still be **citing at least three sources in this speech (one of which was published within the past three months)**. These sources **still need to be cited in-speech** according to our ADP acronym. Again, the speech will also have to be clearly organized so that it's easy to follow. It will need to incorporate an introduction that grabs attention, then **explicitly previews (point-by-point)** the ideas to come. It should also include a conclusion that **explicitly recaps (point-by-point)** what has been discussed, as well as winds the speech down and gives it a sense of closure. In between, there should be **2-3 main points** arranged in a manner that follows one of the **organizational schemes** we will

discuss in class. These points should be cohesive, topical, and should **transition effectively** from one to the next.

[Items mentioned in bold are concerns for which you will be evaluated. Attention should also be paid to basic delivery skills.]

TOPIC PROPOSAL – SPEECH OF ADVOCACY

Name: _____

Topic:

Specific Purpose:

Thesis:

Tentative 2-3 Main Points:

Cui bono? How will my topic choice benefit my audience? What about the choice suggests that the audience will already be supportive before I even start speaking?

MIDTERM: Ethos/Pathos/Logos Analysis

In class, you were provided with two essays. After reading both, select one (JUST ONE) Aristotelian proof to analyze in each of them: ethos, pathos, OR logos. Having selected one, compare and contrast the use of that proof in the two articles. Conclude by stating which article you think is more persuasive, based on your analysis.

As you write, please avoid the following: summarizing the articles to take up space, arguing with the authors if you don't agree with their points, using extensive quotations for no real reason.

If you choose to analyze ethos, identify how each of the three components is operationalizes. If logos, find particular arguments you can break down according to our syllogism model or to Toulmin. If pathos, identify specific emotions and their effects on the pieces.

This is a formal essay, and will be graded as such (i.e., use of contractions and slang should generally be avoided).

Length: 2 pages, typed

Font: Times New Roman

Paragraph Setting: Double-spaced

Colleague Critique: Speech of Advocacy

Respondent: _____

Speaker: _____

After your observation of their speech, this member of your speech pod will receive your feedback in their speech folder along with their grade sheet. Remember to avoid critiquing them as a person—the goal is to focus on various aspects of the presentation itself. Emphasis should be on “I-statements;” conversely, demanding language (e.g. “You should...”) should generally be avoided.

1. How well do the speech’s persuasive strategies...
 - a. Channel ethos?

 - b. Channel pathos?

 - c. Channel logos?

2. Does the organizational strategy fit the topic? Why or why not?

3. Consider the evidence in the speech. Does it seem credible? Is it cited clearly (ADP)?

4. Does the topical seem appropriate/innovative/interesting? Why or why not?

5. To what extent does the delivery of the speech enhance the quality of the presentation?

Colleague Critique: Speech of Advocacy

Respondent: _____

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4. Does the topical seem appropriate/innovative/interesting? Why or why not?

5. To what extent does the delivery of the speech enhance the quality of the presentation?

SPEECH 3: OF ADVOCACY

Speaker: _____

Introduction: ____/15

- Piques attention
 - Clearly states main idea
 - Explicit preview
-

Organization: ____/20

- Logical organizational strategy
 - Clear transitions from point to point
 - Thesis remains at the forefront
 - Ideal number of cohesive main points
-

Audience Adaptation: ____/20

- Topic important to target audience
 - Made clear what to think/do
 - Not redundant persuasion
-

Persuasive Strategies: ____/25

- Stresses urgency
 - Productive use of ethos/pathos/logos
 - Does not violate cultural norms
-

Appropriate Evidence: ____/25

- All claims supported with quality evidence
 - At least three sources cited correctly in-speech
 - Explains how evidence proves claims
-

Conclusion: ____/15

- Winds speech down comfortably
 - Explicit recap of main points
 - Drives thesis home
-

Delivery: ____/15

- Is dynamic - seems invested in topic
 - Clear of distracting gestures, verbal pauses
 - Eye contact, conversational delivery style
 - Use of outline (not ignored or used as a crutch)
 - Appropriate dress, manner for target audience
-

Formal Outline: ____/25

Keyword Outline (Speaking Notes): ____/20

APA Bibliography: ____/10

Highlighted Evidence: ____/10

Total: ____/200

Speech 4: of Commemoration

Length: Between 4 and 4 ½ minutes

Required materials: your **word-for-word script** for your speech and your **APA-style works cited page** for any sources you cite

Points: 120

Goals:

Change audience perception of an ostensibly undesirable subject in a memorable way.

Learn to speak from a script in a dynamic, interesting manner.

Continue to use organization, content, and delivery skills gained from previous speeches.

General Description:

Hooray! You've made it! Think back to yourself at the beginning of the semester, planning your introductory speech of personal narrative. Since then, you've been able to enrich people's lives and convince them to do something for their own good and the greater good.

In this last exercise, you'll bring your skills full circle. This time, rather than talking about yourself, you'll be commemorating something else in order to inspire the audience.

The subject of your commemoration is entirely up to you. It can be a person, place, thing, or idea. The only stipulation is that your subject cannot be something that's already commonly commemorated. Instead, **choose something that your audience probably finds dull or undesirable**, and show us why it is actually inspirational enough to be preserved in the great tomes of history. (No, seriously. Be epic.)

The easiest way to inspire people is to play to their values. With that in mind, your speech should access the subject by **identifying one value it embodies** to which we can all aspire. (Busch Light embodies pure, unmitigated friendship, for example, or the Snuggie is a paragon of the American Dream.) Couching your speech in this value creates a key distinction between *inspiring* us with Busch Light and *selling* us Busch Light. (The latter of which is definitely not commemorative.)

Then, come up with **two to three main points** that elaborate the reasons your subject exemplifies this value. The goal is **not a laundry list** of reasons why it's awesome. Instead, **zoom in** on two to three things so that we can get a thorough discussion of them. **Depth, not breadth**. Our stipulations for introductions and conclusions from previous speeches still apply, of course. I'm still listening for **explicit previews and recaps**. Points should have **identifiable transitions** between them.

You are free to draw upon personal experiences and observations for this speech. But credibility is still an issue, even in such an abstract speech as this. As such, you'll still be **citing at least one**

source in this speech. It doesn't matter when it was published. You'll **still need to cite in-speech** according to our ADP acronym.

This is the best speech to practice creative language use and other kinds of remarkable style. Be figurative. Be funny. Bottom line: have fun with this. It's your last tip of the hat to his course and to your colleagues.

[Items mentioned in bold are concerns for which you will be evaluated. Attention should also be paid to basic delivery skills.]

Colleague Critique: Speech of Commemoration

Respondent: _____

Speaker: _____

After your observation of their speech, this member of your speech pod will receive your feedback in their speech folder along with their grade sheet. Remember to avoid critiquing them as a person—the goal is to focus on various aspects of the presentation itself. Emphasis should be on “I-statements;” conversely, demanding language (e.g. “You should...”) should be avoided.

1. How attention-grabbing is the speech’s introduction? Does it preview the main points to come?
2. What do you like about the language used in the speech? What could make it even better?
3. What are the 2-3 main points of the speech? Which organizational scheme is being used to arrange them?
4. Last shot at delivery: Compliments/Critiques?

Colleague Critique: Speech of Commemoration

Respondent: _____

Speaker: _____

After your observation of their speech, this member of your speech pod will receive your feedback in their speech folder along with their grade sheet. Remember to avoid critiquing them as a person—the goal is to focus on various aspects of the presentation itself. Emphasis should be on “I-statements;” conversely, demanding language (e.g. “You should...”) should be avoided.

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Colleague Critique: Speech of Commemoration

Respondent: _____

Speaker: _____

After your observation of their speech, this member of your speech pod will receive your feedback in their speech folder along with their grade sheet. Remember to avoid critiquing them as a person—the goal is to focus on various aspects of the presentation itself. Emphasis should be on “I-statements;” conversely, demanding language (e.g. “You should...”) should be avoided.

1. How attention-grabbing is the speech’s introduction? Does it preview the main points to come?
2. What do you like about the language used in the speech? What could make it even better?
3. What are the 2-3 main points of the speech? Which organizational scheme is being used to arrange them?
4. Last shot at delivery: Compliments/Critiques?

SPEECH 4: OF COMMEMORATION*Instructor Critique*

Speaker: _____

Introduction: ____/10

- Piques attention
- Clearly states main idea
- Explicit preview

Organization: ____/10

- Logical organizational strategy
- Clear transitions from point to point
- Thesis remains at the forefront
- Depth achieved over breadth

Development: ____/15

- Topic is outwardly boring or undesirable
- Examples prove otherwise
- Approach seems sincere
- In-speech citations executed correctly

Language: ____/10

- Use of vivid figurative devices
- Avoids the cliché
- Understandable to the audience

Conclusion: ____/10

- Winds speech down comfortably
- Explicit recap of main points
- Drives thesis home

Delivery: ____/15

- Is dynamic - seems invested in topic
- Clear of distracting gestures, verbal pauses
- Eye contact, conversational delivery style
- Use of outline (not ignored or used as a crutch)
- Appropriate dress, manner for target audience

Script: ____/20

APA Bibliography: ____/10

Total: ____/100

