

# **SAN DIEGO MESA COLLEGE**

## **Speech 103 Syllabus/Workbook**

*Official Course Title and Course Description Appear in the College Catalogue*

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**Course Objectives:**

*This course will guide students' exploration of oral communication concepts through verbal/ non-verbal exchange, the dynamics and varied types of public speaking, listening, small group interaction and reflective evaluation.*

*This course will explore a variety of reading and research projects interspersed with practical applications via small groups' and individual speaking activities. The course will encourage students to master primary communication skills in diverse aspects of contemporary life, professional and community leadership. Student coursework will focus on the basic communications' categories: ethics, audience analysis, visual aids, topic selection, listening skills, speech organization through academic outlines, content support, delivery, speaker credibility, effective and appropriate use of language, library research, and critical thinking skills.*

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**Goals for each student:**

- To understand the communications process: including group and interactive discussions.
- To consider and evaluate ethical and moral issues in public speaking
- To acquire an expert's vocabulary for the analysis and evaluation of public speaking
- To develop competence and confidence about interactions with an audience; mindful of cross cultural, multicultural contexts, non-verbal dynamics and listening skills.
- To do basic research, exercise reasoning and polish language skills, to assess information needs and develop effective search strategies so to discover and determine responses.
- To communicate valid information effectively using appropriate technologies, to recognize ethical and legal issues surrounding the use of information.
- To demonstrate the ability to work independently and collaboratively in teams.
- To learn ways to organize information clearly and strategically
- To improve writing and speaking skills applicable to vocational/professional career/or public advocacy pursuits.
- To expand one's sense of Global awareness and responsible citizenship

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**Office Hours: One hour prior to Friday session and one hour following Saturday session, in MA 101: Email questions/advisement at any time.**

Recommended Course Academic Resources: Beebe, Steven A. & Susan J.  
Concise Public Speaking Handbook, Pearson Education

(ISBN: 020544020-7)

Quick Study Academic Outline: Public Speaking

(ISBN: 157222643-9)

*or*

**Stephen Lucas, *The Art of Public Speaking, 9th Ed. McGraw-Hill***

**Course Textbook:** Engaging in this course, you become a scholar in communications. As a scholar your preparation for the four course projects leads you into the adventure of higher education level research. This research causes you to consider and select varied resources to answer key questions: *How will I complete successfully each of the four main course projects? How will I choose to do research for the projects? How will I utilize the course textbook now knowing that it is both a primary teacher and an exceptional resource for preparation and presentation of public speeches.*

**Course evaluation:** Because this initial course in public speaking is both an academic one (having certain expectations for competent theoretical comprehension) and a personal one (wherein matters of self confidence, self image, human values, communication apprehension, and an probable encounter with audience diversity/distinct culturally-framed communication modes) interact, evaluation is a complex matter. **Therefore, your final letter grade will develop from a combination of points you earn doing all parts of the Four Projects, the examinations and participation as a member of the listening audience. This syllabus/workbook's page 3 details and specifies projects and points. Each Project includes a Topic Proposal, Outline, Self Critique(except the Fourth): due as announced in class.**

**The Four Projects:** Evaluation includes both quantitative and qualitative aspects clearly stated in the syllabus assignments; note particularly the sections identified as “**remember to’s**” on each project’s description page.

In addition, given the “building block” character of the course, evaluation increases in rigor as students complete and master each segment. From time to time, the instructor will provide you with “feedback” messages as part of his “coaching role”. For example, the first two speeches highlight delivery factors while the latter two speeches place more emphases upon content: organization, structure and ideas well supported by research.

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*From the California State-approved Methods of Evaluation:*

*Each student's grade will be determined by multiple measures; students' critical papers and speeches will be evaluated for accuracy, clarity, coherency and appropriateness; all written work will be evaluated for accurate use of documentation and academic resources research; all oral presentations will be evaluated for time management, appropriateness of assignment, use of language, delivery skills, and positive responses to criticism; students' comprehension of oral communication concepts covered in this course will be evaluated by such measures as quizzes, analysis papers on specific aspect of assignments, class discussion and participation, video taping, written and oral evaluations, midterm and final examination.*

*The California Education Code, Section 76224 (a) states that: a) when grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith or incompetence, shall be final.*

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**Notices:** This syllabus forms the basis of a contract between you and your instructor. Read it carefully, then decide for yourself whether this course coincides with your preferred learning style, participation/engagement patterns and interest level.

**"Lege sapienter, Pecca fortiter"**

*As a hybrid online-in class course: students benefit from having email accounts to facilitate completion of the online portions of course activities as announced. Advisory/office hour consultation with your instructor is invited 24/7: his response will be sent as soon as practicable. If internet access is a problem, see your instructor to discuss the matter. Also, always sign your emails with your student name, if you are pursuing credits/points.*

*Upon the completion of the course, the instructor will be unable to provide you with your final grade. This will be provided by the Records office of the College. Upon receipt of your grade, should you have questions or appeals you are welcome to contact the instructor as noted in the web page "purple sheet": an addendum to the contractual syllabus.*

### COURSE EVALUATION AND GRADING

#### **I. PROJECT 1 (25 pts.) *Introductory***

Speech: 20 Self Critique: 5

#### **II. PROJECT 2 (45 pts.) *Cultural Artifact***

Topic Proposal: 5. Speech 30. Outline: 5. Self-critique: 5

#### **III. PROJECT 3 (65 pts.) *Informative***

Topic Proposal: 5. Speech 40. Outline: 10. Informative Critique: 10 (*see page 13*)

#### **IV. PROJECT 4 (70 pts.) *Persuasive***

Topic Proposal: 5. Speech 50. Outline: 15

**V. ANCILLARY PROJECTS:** Quiz 1: 10 pts. Midterm: 36 pts. Final Exam: Pt 1: 9 pts. Pt 2: 20 pts. Team teaching projects: 15 pts. Course final evaluation: 5 pts.

#### **VI. COURSE PARTICIPATION/ *Audience participation* (48 pts/a.k.a. one per academic hour of the semester course)**

*all projects will have a due date, announced in advance: late work receives a percentage penalty*

**Subtotal: Academic Projects Points: 300**

**Subtotal: Audience class meetings' participation- presence points: 48**

**Total Course Academic Achievement Points: 348 points**

90% + **A** (Excellent)

80% + **B** (Very good)

70% + **C** (Competent)

60% + **D** (Passing)

**Attendance/Participation Points:** Because much of the communications' learning process takes place through classroom interactivity, attendance-participation is particularly important both as a speaker and member of a listening audience. Roll call by signature is always taken. *Note: In the one month intensive course, each academic hour represents a day's presence in the normal multi-week semester course.*

#### **CHART FOR RECORD OF ACADEMIC POINTS EARNED:**

Project 1: Speech \_\_\_ Self Critique\_\_\_ Project 2: Topic Prop. \_\_\_Speech\_\_\_Self Critique\_\_\_Outline\_\_\_Project 3: Topic Prop. \_\_\_Speech\_\_\_Informative Critique\_\_\_Outline\_\_\_(see pg. 13)Project 4: Topic Prop. \_\_\_Speech\_\_\_Outline\_\_\_Quiz 1\_\_\_Midterm\_\_\_Final pt 1\_\_\_pt 2\_\_\_Team teaching projects \_\_\_\_\_ Course final evaluation by student\_\_\_\_\_ Other\_\_\_\_\_

Dates/or hours of audience-participation absences record\_\_\_\_\_

Notice as required by the College Catalogue: *It is the student's responsibility to drop all classes in which she/ he is no longer participating. It is this Instructor's determination that students choosing to withdraw, following the College census date, must make this decision/ take this action on his/ her own initiative : remember a withdrawal becomes part of a student's permanent transcript of record. The final grade in this course is affected by active participation, including attendance as noted above in the description of Audience Participation Grade Points.*

<p>SPEECH 1: INDIVIDUAL INTRODUCTION SPEECH AND PREPARATION OF YOUR INDIVIDUAL LEARNING PLAN</p>
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The purpose of this speech is twofold:

1. This presentation will introduce you to the experience of speaking before an audience. This will give you an opportunity to build up your confidence, to practice eye contact, projection and gestures. It will also assist you in the development of your own “speech delivery learning plan” for the course.
2. These speeches should be considered “data” for your own audience analysis description of the class. Use these speeches to gather information about your audience, e.g., find out your classmates’ demographic characteristics: age, academic level, major interests, cultural background. Your instructor will ask you to complete the Audience Profile following the personal narratives. This assignment is intended to develop your skills at audience analysis.

The assignment: In two to five minutes, tell your audience about yourself. If you want to include all standard biographical information or excerpts, that is fine. Or, if you prefer to include some anecdotal material (minimizing too much self confession) this is often more interesting and memorable than a list of biographical facts. You might include some of those proud moments or that “embarrassing” moment or an adventure in travel or otherwise that may come to mind from your memory. Or, describe a landscape or location where something significant happened to you; and if you have ever been back to that special place.

Remember to:

- a. Speak loudly enough to be heard and slowly enough to be understood;
- b. Appear confident and in control of the speaking situation,
- c. Present your information in an organized way.

This first speech project provides an opportunity to discover particular areas that you will choose perhaps to explore and develop; such as delivery confidence, organizing content, gestures and so forth.

SPEECH 2: THE CULTURAL ARTIFACT SPEECH
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The purpose of this assignment is to give you an opportunity to refine further your delivery skills, to self-monitor your individual speech-learning plan, to practice the organization of a speech together with the setting of its primary themes.

From the self introduction speech we advance to one which highlights the concept that, in a variety of ways, we are involved in networks of interests beyond ourselves. For the purposes of this course, these networks will be considered our cultures/ subcultures.

Your assignment is to conceive, develop, plan and deliver a three to five minute speech in which you present and discuss some cultural activity/interest in which you have an association with others. Culture, for the purposes of this assignment, is broadly defined. It may be a natural, ethnic or minority culture, a hobby or special interest that you and others (few or many) find to be important to you.

Students in past courses have drawn upon their own ethnic, national cultural backgrounds to describe or explain some aspect of their heritage/customs. Others have built speeches on sports, hobbies, special interests, professions or jobs.

To begin, you will need to bring **at least one three-dimensional** object that can be seen as a symbol of your topic. If you wish to bring additional objects to amplify your presentation that is your choice as long as the primary one is three-dimensional. You will want to integrate this object within the content of the speech presentation. This exercise is intended to highlight the importance of the visual as well as the verbal and non verbal aspects of public communication.

One of the principal challenges of this project is for you to convey to the audience some sense of your “culture”, so they might appreciate it / experience it and comprehend why you value it in your own life. In this activity, descriptive language, stories/anecdotes are beneficial parts of the cultural artifact speech objective.

Remember to:

- a. Continue to refine your delivery skills used in your personal narrative speech, especially eye contact and gestures
- b. Develop at least one theme that is conveyed in 3 D speech topic symbol you bring to the class: integrate the object in the speech delivery.
- c. Use an introduction that captures the audience’s attention and a memorable conclusion. Integrate effectively the cultural artifact object with your content.
- d. Speak extemporaneously as much as possible.
- e. Present information in a clearly organized manner; and
- f. Limit yourself to three to six minutes speaking time.

SPEECH 3: THE INFORMATIVE
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This speech will give you experience with informative speaking. Each speech should be adapted to the interests and needs of your particular audience (in this context remember the audience analysis you completed after the first speech). This speech should be well organized, informative and delivered in an extemporaneous way. Using personal experiences, library and/or Internet research, interviews, surveys or other procedures you will develop information to present in your speech as supporting material (evidence/references).

Select one of the following categories or combination thereof as you select your topic:

1. Speeches about Ideas: generally abstract, organized topically, requires considerable reference material from philosophers or others doing theoretical studies
2. Speeches about Objects: about anything tangible: that one can see or touch: similar to the cultural artifact assignment: can be developed in several ways: an object's history, use or applicability, context, varieties, etc.
3. Speeches about Procedures: how something works, how to do something, a process that produces a specific outcome: to describe, teach for understanding or performance a particular procedure.
4. Speeches about People or Places: about someone famous or celebrated, someone you know personally, or someone who had a specific skill or made a creative contribution to society; about Places of note and interest.
5. Speeches about Events: describes an actual event that either has happened or is likely to happen.

Remember to:

1. 5 to 10 minutes: endeavor to link what the audience may already know to that which is likely to be unknown (schema theory: use audience analysis).
2. Use a clear organizational pattern appropriate to your topic; include a carefully worded introduction with a thematic statement (ex: topical, cause/effect, chronological, etc: see text)
3. Use a visual aid(s): three dimensional and/or two dimensional
4. Emphasize careful use of language and delivery skills
5. Use a minimum of three different, credible sources of support and clearly identify them in your speech
6. Make certain that there is not a **not a hint of persuasion**: recall that you are not trying to convince, influence or persuade: this speech is to inform.
7. Turn in an outline (that conforms to the syllabus/textbook models: speakers' outline, or preparation outline: each is to contain a bibliography), just **prior to the time** of your speech presentation.
8. Be prepared to respond to questions from the audience.

***Note: Plans for software usage needs to be negotiated in advance with your Instructor. Remember this is a course oriented toward the development of your own skills and understanding of oral communication. Therefore the use of Powerpoint and comparable software programs is highly discouraged in this preliminary course.***

SPEECH 4: THE PERSUASIVE

This speech will give you experience with persuasive speaking. Each of the previous speeches has served as a “building block” for the highlight of the course: the persuasive speech. The great philosopher, Aristotle (384-322 BC) in his *Rhetoric*, (most important for this course) believed in pursuing the truth in knowledge. In brief, “he stated that only through philosophical inquiry could true knowledge be attained. He believed that even those who could not attain true knowledge, could nevertheless, be persuaded to the good.”(Beebe, Public Speaking: An audience centered approach.1997.).

You will apply everything that you have learned about public speaking, as well as argumentation skills. Each speech should be adapted to your particular audience, organized with support for each claim and sub claim in the speech, clearly and effectively reasoned, free of logical fallacies and coercion, and extemporaneously delivered. Select your topic from one of the following categories of persuasive speaking:

Proposition of fact: a statement that focuses on whether something is true or false

Proposition of value: a statement that either asserts something is better than something else or presumes what is right and what is wrong, or what is good and what is bad

Proposition of policy: a statement that advocates a change in policy or procedures

Remember to:

1. Speak from a minimum of five to a maximum of twelve minutes
2. Build your persuasive speech on a foundation of solid information well supported by your research.
3. Use at least **four** credible sources of support, clearly identified in your speech
4. Organize your arguments clearly and carefully, eliminate logical fallacies and coercion. Remember the organizational plans: motivated sequence, chronological, topical, cause/effect, problem/solution, motivated sequence: see text descriptions)
5. Use visual aids if, when and where appropriate
6. Make certain your speech is persuasive, not only informative: recall a primary goal is to influence an audience’s attitudes, beliefs, values or behaviors (or combination thereof)
7. Turn in an outline (in conformity with the syllabus/textbook models with bibliography) **just prior to the time** you present your speech.
8. Be prepared to respond to questions or challenges from the audience.

***Note: Software usage for this project needs to be negotiated with your Instructor in advance of the speech.***

AUDIENCE ANALYSIS PROFILE
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*Note: the Informative Self Critique: Question 1, page 13*

What is the composition of your audience?

Size:

Average age:

Range of ages:

Gender: Number of females	percentage of females
Number of males	percentage of males

Observations on general education level of the audience:

Cultural/ethnic/geographic identities

Occupations represented (or future career plans)

Married/Single/Children:

Academic majors (Communications, Engineering, Business, Math, Nursing, Pre law, other)

General hobbies, interest areas:

What kinds of entertainment do you sense this audience would find of interest?

What generalizations can you make about the views, perceptions, beliefs, values, attitudes represented in this audience?

*Topics in Audience analysis may include the following: why public speakers must be audience centered; why audiences are egocentric in orientation; the importance of audience major demographic traits identification; the importance of audience major situational traits identification; audience analysis questionnaire methodologies.*

***Student Learning Outcomes at a Collegiate level:***

**Critical thinking:** ability to analyze problems, conceive speech themes and/or theses, develop arguments, weigh evidence, and derive conclusions. This outcome includes both inductive and deductive logical reasoning and methodological processes.

**Communication:** Ability to articulate the critical thinking outcomes in speaking and/or writing or by other modes of communication.

**Self-awareness and Interpersonal Skills:** Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups.

**Personal Actions and Civic Responsibility:** Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.

**Global Awareness:** Ability to articulate similarities and contrasts among cultures, times and environments, demonstrating understanding of cultural pluralism and knowledge of global issues.

**Technological Awareness:** Ability to understand the applications and implications of technology and to use it in ways appropriate to the situation. This outcome includes information competency skills.

SPECIFIC LEARNING OUTCOME OBJECTIVES: (Associate degree credit & transfer to CSU and/or private colleges and universities, GSU General Education; IGETC; UC Transfer Course List.) *from the State Approved Integrated Course Outline.*

1. Identify and define the purposes, aspects and methods of formal and informal oral communication.
2. Develop and implement ethical practices in speech making.
3. Analyze her or his audience and design her or his speech for the audience to create understanding and clarity by analyzing the speaker's and the audience's backgrounds, motives and attitudes to best adjust the speeches to both.
4. Evaluate the purposes, content and manner of constructive criticism of presentations.
5. Produce speeches for various purposes using various methods of speech presentations.
6. Apply the fundamental steps of the speaking process including narrowing the speech topic, creating thesis statement (central idea), gathering materials, performing research, evaluating materials, organizing materials, synthesizing ideas, outlining ideas, creating a clear introduction, body and conclusion, practicing and presenting the speech.
7. Produce logically sound arguments to support main points in a speech.
8. Present various kinds of speeches and methods of speech presentation.
9. Analyze, select and apply the appropriate communication skills to present effectively an informative and persuasive speech with and without visual aids.

***Small Group (including Team Teaching) Objectives:*** Understanding of small group definition, aspects of small group problem solving, different kinds of small group leadership, understand differences between procedural tasks, task needs, maintenance needs in small groups, role of each individual in small groups, reflective-thinking process in small groups, presentation methods for small group findings.

Attention is to be given to the integration of group work into public speaking. Primary elements considered: leadership, responsibility, roles, conflict, cooperation, goals, reflective thinking, problem solving, criteria, brain-storming solutions, group thinking, negotiation ability, team building and listening skills..

TOPIC PROPOSAL FOR SPEECH 2: THE CULTURAL ARTIFACT SPEECH
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*Also known as the "rough draft" of an outline's body: but not the outline itself*

Your name \_\_\_\_\_

Topic:

General purpose:

Specific purpose:

Three main points/goals set for the speech:

- 1.
- 2.
- 3.

Preview statement ("by the close of my speech, I intend the audience to \_\_\_\_\_")

Tentative outline:

(note: main points are the same as the three points listed above)

Main point 1:

Main point 2:

Main point 3:

Sources of supporting material/research

Brief description of three-dimensional object

<b>TOPIC PROPOSAL FOR SPEECH 3: THE INFORMATIVE</b>
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*Also known as the "rough draft" of an outline's body; but not the outline itself.*

Your name \_\_\_\_\_

Topic \_\_\_\_\_

General purpose: to inform

Specific purpose/Preview Statement (central idea: (today I intend to inform you.....))

Three main points/goals set for the speech:

- 1.
- 2.
- 3.

Tentative Outline/ Organizational Plan [ \_\_\_\_\_ ]

Main point 1:

Supporting point/materials

Supporting point/materials

Main point 2:

Supporting point/materials

Supporting point/materials

Main point 3

Supporting point/materials

Supporting point/materials

Sources of support/materials [bibliography/references (3)]

<b>TOPIC PROPOSAL FOR SPEECH 4: THE PERSUASIVE</b>
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*Also known as the "rough draft" of an outline's body, but not the outline itself*

Your name \_\_\_\_\_

Topic \_\_\_\_\_

General purpose: to persuade or convince

Specific purpose/Preview Statement: (today I intend to persuade/convince you to.....)

Three points/goals set for the speech

- 1.
- 2.
- 3.

Tentative outline/Organizational Plan [\_\_\_\_\_]

Main point 1:

Supporting point/materials:

Supporting point/materials:

Main point 2:

Supporting point/materials:

Supporting point/materials:

Main point 3:

Supporting point/materials:

Supporting point/materials:

Sources of supporting materials/bibliography/references (4)

Closing challenge \_\_\_\_\_

*Example: Now I challenge you to.....*

Conclusion

INFORMATIVE SPEECH: SELF CRITIQUE
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In addition to your topic proposal form and your outline, you are expected to produce a one page critique of your speech after you have given it. This is due the class meeting after you have spoken. Discuss your strategic choices, your preparation, your impressions of your delivery (eye contact, gestures, voice use, other “body language”), your perceptions of the audience feedback in general. Indicate how you thought and felt as to whether you succeeded in meeting your goals for this particular speech. Indicate, if you choose, areas that you want to work on in future speeches.

Here are some general questions for a self critique/speech review:

1. Audience analysis: what were the results of your audience analysis? do you think you used these results accurately as you consider your perceptions of the feedback/interest? In short, how would you describe this audience (class) to a friend, if he or she asked you? (demographics, cultures, ages, etc)  
**[see page 8 for directions on this section]**
2. Supporting materials: what major forms of supporting materials did you use? How did you adapt these to the needs/interests of your audience? Do you feel you did this in an effective way?
3. Organization Plan: what organization pattern/design did you select? What were the advantages and/or disadvantages of this pattern? (*see textbook for options*)
4. Delivery: do you think that your delivery accurately reflected the amount and quality of rehearsal time you put into this speech?
5. Obstacles: what obstacles did you have to overcome with this speech? did you succeed?

This self critique is to be written on a separate piece of paper, please

PREPARING OUTLINES FOR SPEECHES 3 & 4
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For Speeches 3 and 4 you will need to prepare a two to three page full sentence or speaker's/delivery outline. Outlines must include at least: the Introduction/Preview Sentence/Three main points/Transition sentences/Challenge (in the persuasive), Summary and Conclusion. The bibliography is placed at the end of the outline. **Note: the Roman numerals, the indenting, the structure format of the outline.**

- I. INTRODUCTION
  - A. attention getting material
  - B. establishment of credibility
  - C. establishment of relevance of the topic to your audience
  - D. Preview statement (Today I intend to inform (or, persuade/convince) you to.....)
  
- II. BODY
  - A. Main point #1 (with supporting materials or appropriate subpoints)  
*\*transition sentence*
  - B. Main point #2 (with supporting materials or appropriate subpoints)  
*\*transition sentence*
  - C. Main point #3 (with supporting materials or appropriate subpoints)
  
- III. CONCLUSION
  - A. Summary sentence of main points (for the Persuasive speech, state as well the "challenge" to the audience)
  - B. Persuasive speech Challenge statement (And now I challenge you to.....)
  
  - C. Concluding remarks/conclusion

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BIBLIOGRAPHY (Cite/indicate sufficient information on references to enable your instructor to locate your supporting material, e.g., the Internet address, proper citations, etc.)

1. Books, articles,
2. Miscellaneous references (brochures, interviews, surveys, other)
3. Internet references

MAKE CERTAIN:

1. Your outline reflects what you have learned about language and organization in public speaking by clearly developing a preview/ thematic statement, main points, and organizational pattern/design appropriate for your topic.
2. The outline should reflect an understanding of the principles of outlining including subordination, division, and parallelism, as well as Roman numerals where appropriate.
3. Your outline must follow appropriate standards for college quality work. In other words, the outline must be neatly presented, correctly spelled, free from grammatical and/or typographical errors, and include a complete bibliography.

<b>PREPARING A KEY WORD OUTLINE FOR YOUR SPEECH DELIVERY</b>
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The key word outline is the brief format that you may use as a prompt for your actual speech presentation. It is designed to reduce the longer, formal outline to a few key words that trace the sequence of your main ideas.

To prepare an effective key word outline, remember to:

1. Underline all key words or phrases in your formal outline
2. Copy the key words or phrases onto a single sheet of paper or note card following the format you used in your formal outline
3. If you are using note cards, have one for your introduction, one for each main point, and one for your conclusion. Number your note cards to keep your sequence intact.
4. Include citations on your outline where needed.
5. Use key words: do not utilize full sentences in this outline unless you must read a quote.
6. Review your outline and eliminate anything that you can remember easily
7. Print or type your outline using large letters so that you can easily read them without strain.
8. Practice delivering your speech with this outline. Remember to turn in your formal outline to your instructor on the day of your speech.

#### SUPPORTING MATERIALS CHECKLIST

##### CATEGORIES OF SOURCES:

Sources for definition

Sources for explanation

Sources for examples/anecdotes

Sources for statistics

Sources for testimony/quotations

**CREDIBILITY LIST:** what makes this source an authority on your topic? Is this resource produced by a reputable person/organization? Have you clearly identified the source in your speech? Have you interpreted the source so that the information is understandable to your audience? Is your source positioned within your speech so that the information has the maximum impact on your audience?

CRITERIA FOR GRADING SPEECHES #3 & #4
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To receive a 90% or above (Excellent) mark on your speeches, students meet the following standards:

1. Satisfy all requirements for an 80% or above (Very good) speech.
2. Demonstrate imagination and creativity in your topic selection and development/visual aid(s)
3. Develop and sustain strong bonds of identification among the speaker, audience and topic
4. Consistently adapt information and supporting material to the experiential world of your audience
5. Reflect an even greater depth of research. Consult with your instructor on this topic if you have questions.
6. Demonstrate artful use of language and stylistic techniques
7. Make a polished presentation that artfully integrates verbal and non verbal communication skills.

To receive an 80% or above (Very Good) on your speeches, students meet the following standards:

1. Satisfy all the requirements for a 70% or above (Competent) speech.
2. Select a challenging topic and adapt it appropriately to your audience
3. Reflect a greater depth of research.
4. Clearly identify the sources of information and ideas
5. Create and sustain attention throughout the speech
6. Make effective use of transitions, previews and summaries
7. Use good oral delivery style
8. Present your speech with poise

To receive a 70% or above (Competent) on your speeches, students meet the following standards:

1. The speech must be original.
2. The type of speech presented must be appropriate to the assignment
3. The topic must be sufficiently focused and appropriate to the audience
4. The speech must fit the time requirements of the assignment
5. The speech must be presented on the day and order assigned
6. Main points must be supported with facts and figures, appropriate testimony, examples or narratives
7. The speech must have a clear sense of purpose
8. The speech must have a design, complete with an introduction and conclusion.
9. The speech must be presented extemporaneously.
10. The speech must satisfy any specific requirements of the assignment
11. The speaker must use language correctly

To receive a lesser grade means that the student does not meet one or more of the standards for a competent speech or that the speech is clearly unprepared, or, that it is based entirely on biased information or unsupported opinions.

A failing grade will be assigned automatically if the speaker uses fabricated supporting material, distorts previously verified evidence presented or is plagiarized.

Speeches should conform to specifics of the Course syllabus including any addenda attached.  
Adapted from a publication of the Speech Communication Association

\_\_\_ Intro \_\_\_ Cultural Artifact \_\_\_ Informative \_\_\_ Persuasive \_\_\_ Small Group/ Team teaching

<b>GENERAL SPEECH EVALUATION FORM</b>
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(note: not all sections are used for each speech category)

SPEAKER \_\_\_\_\_

SPEECH CATEGORY \_\_\_\_\_

[use the following scale to evaluate elements of the speech: excellent 5, very good 4, competent 3, 2/1 poor]

*AUDIENCE ORIENTATION*

Speaker was audience-centered

Speaker was adapted to the listeners

*INTRODUCTION*

Caught attention

Established speaker's credibility

Established a motivation to listen

Gave a speech preview

(note: a preview is not an introduction)

*TOPIC SELECTION*

Topic appropriate to audience

Appropriate to the occasion

Appropriate for the speaker

Appropriate for the time parameters

*PURPOSE*

Purpose was clear, narrowed, focused

Purpose was achieved

Comments

*ORGANIZATION & CONTENT*

Speech had introduction, body and conclusion

Transition sentences, internal preview/summary

Speech was easy to follow

Speaker had an organizational design for structure

Speaker used transitions and signposts to clarify the organization

Main ideas were clear to the audience

*VISUAL AIDS*

Visual aids were attractive, understandable

Introduced at appropriate points/integrated

*DELIVERY*

Eye contact

Varied voice, tone, volume

Used appropriate gestures

Posture, confidence level

*CONCLUSION*

Summary of key points

Persuasive speech challenge

Concluded in a memorable, effective way

*ETHICAL CONSIDERATIONS*

Cited sources for information/ideas correctly

Presented viewpoints other than his/her own

Speaker was clear about speech purpose

*SUPPORTING MATERIALS*

Information was credible

Bibliographic references appropriately cited

Supports were varied and interesting

***GENERAL COMMENTS:***

**Peer Evaluation Form**

[adapted from A Speaker's Guidebook: Text and Reference 3<sup>rd</sup> Edition by Dan O'Hair, Rob Stewart and Hannah Rubenstein, Bedford/St. Martin's 2007, page 48.]

**Offer your evaluation of the speaker. Make your evaluation honest but constructive, providing the sort of feedback that you would find helpful if you were the speaker.**

1. Did the speaker seem confident?    Yes                      Somewhat                      No  
 suggestions \_\_\_\_\_

2. Did the speaker use appropriate volume?    Yes    Somewhat                      No  
 suggestions \_\_\_\_\_

3. Did the speaker use effective eye contact?    Yes                      Somewhat                      No  
 suggestions \_\_\_\_\_

4. Did the speaker use effective vocal expressions?    Yes                      Somewhat                      No  
 suggestions \_\_\_\_\_

5. Did the speaker use appropriate gestures/facial expressions?    Yes                      Somewhat                      No  
 suggestions \_\_\_\_\_

6. Was the speaker's introduction effective?    Yes                      Somewhat                      No  
 suggestions \_\_\_\_\_

7. Was the conclusion effective?    Yes                      Somewhat                      No  
 suggestions \_\_\_\_\_

8. Could you easily identify and remember the main points?    Yes                      Somewhat                      No  
 suggestions \_\_\_\_\_

9. Did the speaker's organizational plans make sense to you?    Yes                      Somewhat                      No  
 suggestions \_\_\_\_\_

10. Did the speaker use effective supporting evidence?    Yes                      Somewhat                      No  
 suggestions \_\_\_\_\_

11. If visual aids used, were these handled/utilized effectively    Yes                      Somewhat                      No  
 suggestions \_\_\_\_\_

12. The best aspect of this speech was \_\_\_\_\_

13. Recommendations, if any, \_\_\_\_\_

\_\_\_\_\_

STUDENT INFORMATION SHEET
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Name \_\_\_\_\_

Name you wish to be called in the class sessions \_\_\_\_\_

E-mail address (for instructor's use only) \_\_\_\_\_

**OR** Telephone (unless unlisted: for instructor's use only) \_\_\_\_\_

Year in school or academic class level \_\_\_\_\_

If enrolled in another college/university: where \_\_\_\_\_

What academic year are you? \_\_\_\_\_

On active duty with the military? Yes \_\_\_\_\_ No \_\_\_\_\_

Purpose in taking this course (degree requirement, continuing education, other?) \_\_\_\_\_

High School Graduated from? \_\_\_\_\_

Gender: (circle) Female      Male      Age range \_\_\_\_\_

What State or other Country were you born in? \_\_\_\_\_

Do you intend to apply for transfer to a four year college? \_\_\_\_\_

Optional: if presently employed, what is your profession/career/training in?  
(e.g., business, science/engineering/human services/retail/full time student/other)

\_\_\_\_\_

What is your first or primary language? \_\_\_\_\_

In which language do you primarily think? \_\_\_\_\_

Which language do you speak primarily at home? \_\_\_\_\_

If you have some learning disabilities or culturally-based communication characteristics distinct from general American-English that you would like your instructor to know about, please so indicate or tell him privately:

Are there any concerns you have about this course in public speaking?

Do you have any public speaking concerns that you would like to have considered here?

Any other comments or suggestions for the course? (complete on reverse side)

[please note: the above information is used only by the instructor to be able to contact students in case of class matters; to be able to design the general focus of the course with considerations for particular class characteristics]

Please do not request any other students' information from the instructor at any time based upon this information sheet. It is confidential.]