

# Public Speaking COM 231



Materials Coordinated by  
Communication Faculty  
Central Piedmont Community College  
(Revised 5/2012)

**COM website:**

For questions related to COM classes, check our website at <http://arts.cpcc.edu/academics/communication>

**Pre-Major in Communication**

Central Piedmont offers a two year pre-major in Communication for students transferring to a four year institution with a COM major. If you have questions about the Communication Pre-major, any full-time faculty member will be able to respond to your inquiries.

If you are currently a Pre-COM major, please contact Linda White, faculty advisor for COM pre-majors:

[Linda.White@cpcc.edu](mailto:Linda.White@cpcc.edu)

335 Overcash Building , Central Campus  
Phone (704) 330-6043

**Sigma Chi Eta Honor Society**

CPCC has chartered an honor club for those students interested in pursuing communication. At CPCC, students can be classified as a Pre-COM major (a major in Communication requires a 4-year degree). In order to apply, students need to have 9.0 semester hours completed (3 COM courses) and a 3.0 GPA.

If you meet these requirements and would like to learn more about being a member of Sigma Chi Eta, please contact Dr. Anne McIntosh:

[Anne.McIntosh@cpcc.edu](mailto:Anne.McIntosh@cpcc.edu)

TS 228, North Campus  
Phone (704) 330- 4161

## Table of Contents

COM 231 Public Speaking – Course Information.....	4
Course Objectives.....	5
Course Policies and Procedures.....	6
Course Requirements.....	9
Demonstration Speech - Sample topics.....	11
Demonstration Speech - Sample full-sentence outline.....	12
Demonstration Speech - Sample Key Word Outline.....	14
Sample speaker notes - Demonstration Speech.....	16
Sample Informative Speech -Topics and Outline.....	17
PowerPoint Rubric.....	18
Persuasion Speech – Sample topics.....	19
Monroe’s Motivated Sequence.....	20
Persuasion Speech - Sample Sentence Outline.....	21
Persuasion Outline - Key Word.....	24
Sample Speaker Notes – Persuasion Speech.....	27
Audience Analysis Worksheet.....	29
Outline format guide.....	30
Library Research Assignment.....	31
Outside Speaker Critique.....	32
Theater Critique.....	34
Speech Evaluation Rubric.....	35
Course and Instructor Evaluation Form.....	37
Student Information Form.....	39

## COM 231 PUBLIC SPEAKING – Course Information

Instructor's Name \_\_\_\_\_ Office \_\_\_\_\_  
Phone \_\_\_\_\_ Fax (704) 330-6438 (Division Office)  
E-Mail \_\_\_\_\_  
Office Hours \_\_\_\_\_  
Division Office – Arts and Communication, 131 Sloan-Morgan, 704-330-6618

Lecture – 3 Hours                      Lab – 0 Hours                      Contact – 3 Hours  
Credit – 3 Semester Hours              Prerequisites – ENG 090 with C or higher: RED 090 with C or higher  
Co requisites – None

**Catalog Description** – This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. Special emphasis may be placed on business, health, and education contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in speech/communication.* (See CPCC Catalog).

**NOTE:** COM 231 Public Speaking is a required course for the Pre-Major Associate in Arts Speech/Communication. For information related to the transferability of this course to a specific four-year college/university and/or program, contact your CPCC college-transfer counselor and/or the transfer college/university and department.

**Core Competency:** In addition to the oral communication competency which is fundamental to this Communication course, students will develop competency in the *Communication Competency*. The key indicator addressed in this course will be: Uses appropriate methods to communicate (written and oral) based on audience and purpose

**Web Enhanced Classes (Blackboard/Moodle format)** - Your instructor may have developed an internet component for your class. You will receive information from your instructor concerning access to your class website through Distance Learning. Check Blackboard/Moodle on a regular basis.

**Email-** Students at CPCC are assigned an email address. You are responsible for regularly checking email from your class instructors and the College.

### REQUIRED MATERIALS:

1. TEXT: The Art of Public Speaking, 11<sup>th</sup> ed., by Stephen E. Lucas.  
ISBN- 0077661575
2. COM 231 Student Booklet, CPCC Speech Communication Faculty, 2012.
3. ***Speeches will be recorded.*** Information regarding materials needed will be given in class.

## **COURSE OBJECTIVES**

1. Demonstrate individual and group presentational skills that can be used in the workplace and other public settings. These skills include research, preparation, delivery and analysis of informative, persuasive, impromptu, and special occasion speeches.
2. Demonstrate critical thinking skills in selection/use of research materials for speeches.
3. Demonstrate effective critical thinking and listening skills when evaluating speakers inside and outside the classroom.
4. Deliver specialty speeches – such as introducing a speaker, making an announcement, presenting and accepting an award.
5. Demonstrate an understanding the role cultural diversity has on the preparation, delivery, and receiving of messages in a public speaking context.
6. Demonstrate an understanding of the ethics and responsibilities of public speaking for the speaker and the listener.

## **COURSE POLICIES AND PROCEDURES**

- 1. ATTENDANCE** – Regular attendance is required. There must be an audience and someone to critique the student speeches. In-class activities require class participation. **For each class hour missed over 8 class hours, the overall grade average will be lowered 5 points per class hour missed.** (Note: The policy specifies class hours, not class meetings. A class hour is a 50 minute period; a 75 minute class would allow 5 absences; a 3 hour class would allow 3 absences.) ***There are no excused absences.*** It is the student's responsibility to contact the instructor concerning the number of absences or other problems related to attendance. This is the CPMC Communication attendance guideline for all classes.  
**Note: Regular class attendance is required to remain entitled to financial aid and veterans' benefits. Faculty are required to report irregular attendance to the College which may result in the loss of benefits.**  
Failure to attend class and/or withdrawal from class may impact your financial assistance. For more information go to [http://www.cpmc.edu/financial\\_aid/fyi/withdrawal](http://www.cpmc.edu/financial_aid/fyi/withdrawal)
- 2. PROMPTNESS** – In order not to distract class activities, please be on time. **DO NOT ENTER A CLASSROOM DURING A STUDENT'S SPEECH.** All assignments will be given at the beginning of the class. Two tardies will count as an absence.
- 3. RECORDING SPEECHES** – Student speeches will be recorded at the instructor's discretion. Each student must provide his/her own recording material on the day of the speech. It is the student's responsibility to bring appropriate video recording materials on the day of the speech. Students will review their recording at home or at a campus library) and write a self-evaluation before receiving a grade from the instructor. Your instructor will tell you what materials you will need for recording speeches.
- 4. CLASS INTERACTION** – Students are expected to practice good listening and conversational skills in the classroom. Class participation is an integral part of Communication classes; please join in class discussions at the appropriate times. Respect must be given other students and the instructor at all times during class discussions and speech presentations - even if there is disagreement with statements or topics presented.
- 5. PREPARATION OF ASSIGNMENTS** – Students are responsible for the completion of all text readings and course assignments. Assignments must be completed and received by the instructor on the due date. It is the responsibility of the student to verify that the instructor has received the completed assignments. Refer to your instructor's syllabus for make-up, late work and grade policies
- 6. PROHIBITED ITEMS** – In accordance with CPMC policies, students may not bring to the campus or classroom alcohol, drugs, animals, firearms or other weapons. These items are prohibited for any purpose, including the use of props for speeches. It is at the discretion of the instructor to determine the policy of cell phones, laptop computers and other electronic devices within the classroom, but at no time should these devices be allowed to disturb the learning environment for other students. There should be no text messaging during class. Cell phones must be turned off or on silent during speech days. Laptop computers must be put away on presentation days

7. **GRADING** – Grades will be assigned based upon the completion of the requirements listed above. CPCC Communication classes recommend the following grade guideline:  
100 – 90 **A**    80 – 89 **B**    70 – 79 **C**    69 – 60 **D**    Below 59 **F**
8. **Disability Services**– CPCC is committed to the success of each student and provides services for students with disabilities. Students who have a documented disability or who may think that they may have a learning problem may contact the office of Services for Students with Disabilities at 704-330-6556 or visit their website at: <http://www.cpcc.edu/disabilities>. Instructors will provide the necessary accommodations upon the advice of the Office of Services for Students with Disabilities.
9. **INCOMPLETE GRADE POLICY** – An “I” (Incomplete) may be assigned when a student has persisted through the course and has completed at least 90% of the requirements for passing the course or when the instructor has determined extenuating circumstances exist. A student must resolve an “I” (Incomplete) grade within 6 months from the end of the term in which the grade was assigned, unless the time period is otherwise specified by the division. When an “I” grade has been resolved, the final grade will be recorded beside the “I” (e.g., I/B) and the GPA will be recomputed. An “I” which is unresolved will be changed to the grade of I/F after 6 months.
10. **WITHDRAWAL POLICY** – While withdrawing from a course is sometimes necessary, it is advisable to discuss this with the instructor before withdrawing. For those experiencing academic difficulty, CPCC's Academic Learning Center offers free individualized and small group tutoring, computer tutorials, and strategies for improving learning skills. Additionally before withdrawing, consider whether this course is a prerequisite for another course; whether the course will be offered again in the future; whether withdrawing will delay plans to transfer graduation; or whether withdrawing will affect eligibility for honors designation, health insurance benefits, or other financial arrangements.

When a student determines that he/she will be unable to complete the courses in which he/she is currently enrolled, ***it is the student's responsibility to initiate procedures leading to a formal withdrawal (“W”) in order to avoid a failing (“F”) grade.*** To receive a “W” grade a student must withdraw before the first 35% of the academic term. A “W” will remain on the transcript and will not count as credit hours attempted. To receive credit, a student who has received a “W” must re-register and pay for the course in a subsequent term. Financial aid recipients need to refer to the financial aid satisfactory progress policy to determine if schedule adjustments will affect financial aid. ***Students who have stopped attending but fail to officially withdraw from the class will be assigned an “F”.***

For additional information, go to the following links:

<http://www.cpcc.edu/administration/policies-and-procedures/5-09-withdrawal-from-classes>

<http://www.cpcc.edu/administration/policies-and-procedures/5-10-grading-policy>

*NOTE: While it is not a requirement, it is the recommendation of the Communication program that a student notify the individual instructor if the student plans to withdraw from the course.*

11. **STUDENT GRIEVANCE PROCEDURE** – Students wishing to appeal any decision affecting their status in a class or as a CPCC student should follow the Student Grievance Procedure as stated in the CPCC Student Handbook and CPCC catalog. [http://www.cpcc.edu/student\\_handbook/cpccpolicies](http://www.cpcc.edu/student_handbook/cpccpolicies).
  
12. **ACADEMIC INTEGRITY POLICY** – A positive attitude toward the class, instructor, and other students is critical to the success of every student in this class. Please be supportive of each other as you try out your newly learned skills. All students should be aware of and abide by CPCC's Academic Integrity Policy and Student Conduct as described in the CPCC Student Handbook and CPCC Catalog. This includes but is not limited to policies of plagiarism and cheating.
  
13. **STUDENT CODE OF CONDUCT** - Students are expected to abide by the ***Student Code of Conduct***. Detailed information *may be found at* [http://www.cpcc.edu/student\\_handbook/conduct](http://www.cpcc.edu/student_handbook/conduct)

## COURSE REQUIREMENTS

(Check with individual instructor; assignments may vary)

### 1. Ice-Breaker Speech:

- \_\_\_\_\_ minutes, Pass/Fail Grade or ungraded
- Speech may be recorded.

### 2. Processes – Procedures Speech (Demonstration):

- \_\_\_\_\_ to \_\_\_\_\_ minutes.
- *visual aids* must be used as *an integral part* of presenting the speech.
- \_\_\_\_\_ note card(s) may be used.
- Speech must be at least \_\_\_\_\_ minutes to receive a passing grade.
- Outline required. Check with Instructor as to the type of outline required.
- Speech will be recorded.
- \_\_\_\_\_% of grade.

### 3. Informative Speech: One of these types of informative speeches should be used: objects, events/people, concepts and definitions (not a process topic). Refer to your text for examples of these types of informative topics.

- \_\_\_\_\_ to \_\_\_\_\_ minutes
- PowerPoint must be developed and used in speech.
- Three credible and appropriate sources **must be cited** (encyclopedias and dictionaries may be used and must be cited, *but are not counted as one of the three required sources*). Check with your instructor for specific guidelines as to sources that may not be acceptable for this assignment.
- \_\_\_\_\_ note card(s) and/or outline (check with your instructor) may be used during the speech.
- Speech must be at least \_\_\_\_\_ minutes in length to receive a passing grade.
- Outline required.
- Speech will be recorded.
- \_\_\_\_\_% of grade.

### 4. Persuasive Speech: \_\_\_\_\_ to \_\_\_\_\_ minutes

- This speech must be developed to change a belief or to motivate the audience to action.
- Visual aids, while not required, are *strongly recommended*. Your instructor will inform you if visuals are required in your class.
- *The speaker* **must cite** a minimum of 4 credible and relevant sources (see note in #3 for use of encyclopedias/dictionaries).
- \_\_\_\_\_ note card(s) and /or outline may be used as speaker notes/reference during the speech (check with your instructor).
- Outline required – speeches must follow Monroe's Motivated Sequence.
- Speech will be recorded.
- \_\_\_\_\_% of grade

**5. Special Occasion Speech:** Each student will prepare and present a special occasion speech as assigned by the instructor.

- Speeches may be recorded.
- \_\_\_\_\_% of grade.

**6. Group Communication Process:** Students must exhibit an understanding of group communication. The instructor will provide further information for this assignment. \_\_\_\_\_% of grade.

**7. Impromptu Speeches:** Students will be provided with opportunities to deliver unplanned speeches. Topics will be assigned by the instructor. \_\_\_\_\_% of grade.

**8. Outside Speaker Critiques:** Each student will attend two speeches outside of class and complete written evaluations of the speakers (critique forms are included in this booklet).

A live theater production may be used to substitute for one of the speakers (check with your individual instructor first). CPCC instructors/ classroom lecturers or televised/recorded speeches may not be used. \_\_\_\_\_% of grade.

**9. Classmate Evaluation:** Evaluation of class speeches (written and oral). \_\_\_\_\_% of grade.

**10. Tests/Exams:** There will be \_\_\_\_\_ tests covering material in the text, handouts, lectures, and videos. 1<sup>st</sup> \_\_\_\_\_%; 2<sup>nd</sup> \_\_\_\_\_%; 3<sup>rd</sup> \_\_\_\_\_%; 4<sup>th</sup> \_\_\_\_\_%; 5<sup>th</sup> \_\_\_\_\_%.

**11. Library Research Assignment:** Each student will demonstrate research competency through the completion of the Library **Research Assignment** - See Blackboard (or comparable assignment as given by the instructor). \_\_\_\_\_% of grade.

***NOTE: Students must present all required speeches in order to complete the course.***

**Your instructor may also require that speeches be presented in the order they were assigned. Check your instructor's policies.**

**DEMONSTRATION SPEECH  
SAMPLE TOPICS**  
**All topics must be approved by your instructor**

**Crafts**

Folding napkins  
Weaving  
Crafts for children  
Decorating a t-shirt  
Crafts for gift ideas  
Art from recycled materials  
Gift baskets

**Hobbies**

Packing a hiking backpack  
Rock climbing  
Juggling  
Backpacking equipment  
Feng-Shui

**Exercise**

Warm-up and cool down exercises  
Weightlifting  
Moderate exercises  
Step aerobics  
Meditation  
Stretching  
Yoga

**First Aid**

Splinting a broken bone  
CPR on an adult  
CPR on infant or child  
Abdominal thrusts (choking victims)  
Assembling a first aid kit  
How to stop bleeding

**Food**

Quick main dish  
Easy desserts (sugar-free, fat-free)  
Healthy main dish  
Sushi  
Vegetarian dish/dessert

**Musical Instruments**

Guitar, violin, keyboard, sax  
**cleanup.**

**Household tasks**

Lifting heavy objects  
Re-potting a plant  
Setting a formal table  
Packing a suitcase  
Filing important papers

**Occupations**

Firefighting equipment  
Safety gear for rollerblading, motorbikes, etc.,  
Brush and/or floss teeth/ whitening  
Physical Therapy – using crutches properly  
Taking fingerprints

**Health**

How to exercise using Yoga  
How to incorporate herbs into cooking

**Sports**

Ski equipment or ski wear  
Racquetball  
Bowling  
Baseball  
Ice Hockey equipment  
Golf swing or putt  
Sport safety

**Miscellaneous**

Fire safety  
How to fold the flag  
Self-defense/Martial Arts  
Proper handshaking in various cultures  
How to properly wash your hands/food sanitation  
How and when to salute gear  
How to fingerspell

**NOTE: If the process of preparing food is used as a topic, please be aware that samples may be shared with the class. The student is responsible for**

**Note: Seek instructor approval before considering these topics:**

Cameras	Sewing	Installing stereos
Backgammon	Coin, stamp, card collections	Wrapping packages
Rug hooking	Cake decorating	Manicure
Make-up	Hair styles	Computer
Completing IRS forms	Billiards	Balancing checkbook

## Demonstration Speech - Sample full-sentence outline

Student Name

COM231- section number

### HOW TO MAKE EGG ROLLS

General Purpose: To inform

**(Planning steps  
prior to outlining)**

Specific Purpose: To demonstrate to my audience how to make egg rolls.

Central Idea: Egg rolls are a tasty appetizer you can prepare using simple ingredients from your pantry and refrigerator.

### INTRODUCTION

- I. When it is party time in the Philippines, the cook and the guests automatically think of egg rolls. **(attention step)**
- II. Egg rolls are a tasty appetizer that you can prepare using simple ingredients from your pantry and refrigerator. **(central idea)**
- III. There are three basic steps in making egg rolls. **(preview of points)**  
First I will show you how to prepare the filling, second how to wrap the egg rolls and third how to fry them.
- IV. I have been making egg rolls for many years for friends and family and have learned more by reading cook books and taking culinary classes **(credibility)**
- V. They are easy to make and can be prepared ahead of time. **(motivators)**  
They freeze well until they are needed or they can be kept in the refrigerator until ready to fry.

**(Transition:** Now let me show you how easy it is to make egg rolls by starting with filling of the egg rolls.)

### BODY

- I. The first step when making egg rolls is preparing the filling that you will put in the egg roll wrapper.
  - A. Heat 1 tablespoon of oil in a wide frying pan.
  - B. Then sauté 3 cloves of minced garlic, 1 large onion (chopped), 1 cup thinly sliced celery, ½ cup shredded cabbage, 1 cup bean sprouts, ¾ lb. ground beef.
    1. You can substitute these ingredients and use whatever vegetables that you have in the refrigerator.
    2. You can also substitute different meats or use none.
    3. Stir fry these ingredients until the vegetables are tender crisp and the meat is browned.
  - C. Prepare the filling sauce,
    1. Combine 1 T. cornstarch, ½ t. salt, 2 t soy sauce and 1 T. dry sherry.
    2. Add to the filling and cook until the sauce thickens.
  - D. Let the ingredients cool so you will be able to handle them.

**(Transition:** Now that we have the filling ready, let us see how the egg rolls are rolled tightly so they do not break apart in the fryer.)

- II. The second step of wrapping the egg rolls is an easy skill to acquire.
  - A. There are two sizes of egg roll skins and you should choose one that fits your needs.
    1. Egg roll wrappers are big and can be used for side dish size egg rolls.
    2. Wonton wrappers are small and can be used for appetizers and soups.
  - B. If you can picture a baseball field, you can wrap an egg roll
    1. Think of the wrapper as a baseball diamond.
      - a. Place a spoonful of filling at the pitcher's mound.  
(use 1 to 2 tablespoons depending on the size of egg rolls wanted)
      - b. When using wonton wrappers, use 1 to 2 teaspoons of filling.
    2. Roll home plate to the pitcher's mound to enclose the filling.
      - a. Fold in first base and then third base.
      - b. Roll to second base tightly.
  - C. Now your egg rolls can be frozen, or refrigerated and fried when you're ready or you can fry them immediately.

**(Transition:** Now that everything is wrapped and ready, let us talk about frying the egg rolls.)

- III. Frying the egg rolls is the last step before serving.
  - A. Heat the oil to 360 degrees in a deep fryer.
  - B. Slowly drop 3 to 4 egg rolls at time in the fryer.
  - C. Fry one side until golden brown, then carefully flip it over and continue frying until all sides are brown

**(Transition:** Now that I have shown you how to make egg rolls, you can make your own if you follow these three steps.)

## **CONCLUSION**

- I. In conclusion, it is easy to make egg rolls. First prepare the **(summary)** filling, then roll it (using the baseball field method, and fry until golden brown).
- II. Now I hope you are ready to find out how tasty **(closing statement -clincher)** these egg rolls are because I've brought some for you to try.

**Materials List - include list of materials needed for the demonstration**

**(Note: If you have done research, a bibliography should be included with the outline.)**

## Demonstration Speech - Sample Key Word Outline

Student Name  
COM231- section number

### REPOTTING A HOUSE PLANT

**General Purpose:** To inform

**Specific Purpose:** To demonstrate to my audience the steps required to properly repot a houseplant.

**Central Idea:** The correct procedure for repotting a house plant will help to insure healthy plants.

#### Introduction (10% - 15% of your speech)

- I. **(Attention-getter)** - Compare shoes that are too small to pot that is too small.
- II. **(Theme statement)** - I am going to demonstrate the steps to be used in properly repotting a houseplant.
- III. **(Preview of points)** - I will explain first, how to know when to repot; second, the materials needed, third, the preparation of the pot and soil; fourth, the technique for repotting; and fifth, proper watering.
- IV. **Other** - (Relate to audience needs) Many of you probably have houseplants that are in need of attention.
- V. (Credibility established) I learned this process from my wife who worked in a greenhouse. I also subscribe to Horticulture Today.  
(Other things could be included, such as any other introductory information which would help the audience understand.)

(Transition: Now let us get started with the first step of knowing when.)

#### Body (70% - 80% of your speech)

- I. Determining the need for repotting.
  - A. Stunted growth
  - B. Dropping or yellow leaves

(Transition: Since we now know that this plant needs to be repotted, let us move to the second step and get our materials together.)

- II. Gathering the materials
  - A. Newspaper for clean-up
  - B. Plant in old pot
  - C. Larger new pot w/ drainage pan
  - D. Pottery shards or screen
  - E. Soil
    1. Potting soil
    2. Peat moss
    3. Pearlite
  - F. Pitcher of water

(Transition: Since our materials are ready, let's prepare the pot with soil, the third step.)

III. Preparing the pot and soil

- A. Water plant night before
- B. Bleach new pot - sanitize. (Kills fungus.)
- C. Place shards, screen over the new pot.
- D. Place potting soil, peat moss, & Pearlite mixture in pot about two-thirds full.
- E. depression in the center to accommodate plant.

(Transition: OK, the pot is ready, let's repot the plant.)

IV. Repotting the plant.

- A. Remove -- tipping it over and pulling.
- B. Plant depression up to the level it was previously planted.
- C. Press soil and add more soil up to one inch of the rim.

(Transition: Now our plant has its new pot, let us talk about care of newly potted plants.)

V. Care of the newly potted plant.

- A. Add water.
- B. Drain excess to prevent fungus.
- C. Indirect sunlight - two weeks.

(Transition: We have completed the process. Let's review the steps.)

**Conclusion** (10% - 15% of your speech)

**I. Summary** - Today we have learned 1) how to recognize the need for repotting, 2) the materials needed, 3) how to prepare the pot and the soil, and finally, 4) the technique for repotting and 5) watering.

**II. Closing line** - I hope this demonstration will help you care for your houseplants. Remember, house plants are like your feet when your shoes are too tight. Sometimes they need a bigger size container.

**LIST OF MATERIALS:**

newspaper	soil
plant in old pot	Pearlite
new pot with drainage pan	peat moss
shards of pottery or screen	can of water
SD memory card	

**REFERENCES:**

If required by your instructor or if research is used in your speech

## Sample speaker notes - Demonstration Speech

*Note: Speaker notes are to help you remember the order of key ideas and also to remind the speaker with delivery cues. This example shows what a speaker may choose to include. You may highlight or add other reminders to yourself.*

### HOW TO MAKE EGG ROLLS

**INTRODUCTION**  
party time in the Philippines  
prepare egg rolls : prepare filling, wrap egg rolls, frying egg rolls  
making egg rolls for many years for friends and family  
easy to make; prepare ahead of time; freeze well

**Transition**

I. Making filling **(Show ingredients as used)**

- A. Heat 1 T oil.
- B. Sauté 3 cloves of minced garlic, 1 large onion chopped), 1 cup thinly sliced celery, ½ cup shredded (cabbage, 1 cup bean sprouts, ¼ lb. ground beef.
  - 1. Substitute vegetables
  - 2. Substitute meats
  - 3. Stir fry
- C. Make sauce
  - 1 T. cornstarch, ½ t. salt, 2 t soy sauce and 1 T. dry sherry cook until thickens.
- D. Cool ingredients

**Transition**

III. Rolling

- A. egg roll skins **(Eye Contact)**
  - Egg roll wrappers
  - Wonton wrappers
- B. Baseball field – wonton wrappers.
  - 1. spoonful of filling at the pitcher’s mound. (1-2 T)
  - 2. wonton wrappers (1-2t.)
  - 3. home plate pitcher’s mound.
  - 4. Fold in first base, then third base.
  - 5. Roll to second **tightly**.
- C. egg rolls frozen, refrigerated or fried

**Transition**

IV. Frying the egg rolls is the last step before serving. **(Eye Contact)**

- A. oil to 360 degrees in fryer.
- B. 3 to 4 at time.
- C. Fry, flip until brown

**Transition**

**CONCLUSION**

- I. Summary
- II. Try one.

Check with your instructor for directions as to bibliographic format (i.e., APA-style).

List of materials:

Visual aid materials

SD card for recording speeches

List of references:

(As required by instructor – using citation format required by instructor)

## Sample Informative Speech Topics and Outline

All topics must be approved by your instructor.

1. **Choose a topic that is informative.** This list is intended only to give you ideas as to the kinds of topics that could be used. Also it would be helpful to refer to “Chapter 14 – Speaking to Inform” for more detailed examples of the types of speeches that can be informative.

- When selecting your topic, remember that you will need to narrow down your topic. For example, the topic “Domestic abuse” could be narrowed to what is domestic abuse, description of the abuse cycle, who becomes an abuser, child abuse (also very broad), domestic abuse programs, and probably many more. **Almost every topic on this list should be narrowed.**
- Using this speech topic, you are required to *cite three sources* as a part of your presentation. Check with your instructor regarding specific guidelines for sources that may not be acceptable for this assignment.
- You are also required to incorporate PowerPoint (Refer to Course Requirements for details.)

**NOTE:** You **may not** develop this speech as a process speech/topic. If you choose to keep the same general topic as your Demonstration speech, you will need to develop it as an informative speech about an object, event/person or concept.

Dyslexia	Picasso, Monet, Impressionism
Self-esteem	Forms of Dieting
Multiple sclerosis	Diabetes
Sexual harassment	Cerebral palsy
Warning signs of suicide	Warning signs of heart attack
Frank Lloyd Wright’s Organic Architecture	Lupus
Asthma	Vegetarianism
Alzheimer’s; dementia	Autism
What is Attention Deficit Disorder – ADD or ADHD	Choosing a diamond
Civil Rights Movement (the significance of an event)	Buddhism
Asthma	Headaches
Civil rights movement	ODD (Oppositional Defiance Disorder)
Malcolm X	Elizabethan gardens
Volcanoes	
Description of events in the life of a famous person	

**Caution:** Many of the topics on this list could also be developed as persuasive speeches so keep this in mind as you develop your presentation. Your intent as a speaker (specific purpose statement) as well as the effect of the information you present will determine whether a speech is informative or persuasive. Many topics which describe a problem and a solution(s) are persuasive rather than informative even though the student speaker has as the general purpose (intent) to inform.

2. **Write your Specific Purpose Statement.** When you submit your topic to your instructor, it should be written as the Specific Purpose for your speech. Refer to Chapter 4 in your text for help in preparing your specific purpose statement.

**Examples:**

Specific Purpose: To describe to my audience the warning signs of a heart attack.

Specific Purpose: To explain to my audience common triggers for migraine headaches.

3. **Sample Outline** – Refer to example of informative outline in your text.

## Use of PowerPoint in Presentations

Your instructor may use this rubric to evaluate your PowerPoint presentations.

	<b>4 Above expectations</b>	<b>3 Meets expectations</b>	<b>2 Below expectations</b>	<b>1 Unsatisfactory</b>
<b>Format</b>	<ul style="list-style-type: none"> <li>Planned layout well</li> <li>Used blank slides appropriately</li> <li>Font formats (e.g., size, color, bold, italic) carefully planned to enhance readability and content</li> <li>Background complemented content</li> </ul>	<ul style="list-style-type: none"> <li>Layout of slides was adequate</li> <li>Most of the time used blank slides where appropriate</li> <li>Font formatting and background have been planned to complement the content</li> <li>Readable</li> <li>Contains no grammar or spelling errors</li> <li>Images, when used supported presentation</li> </ul>	<p><b>Speaker had one or two problems such as:</b></p> <ul style="list-style-type: none"> <li>Content on some slides was crowded or confusing</li> <li>Font formatting somewhat complements the content</li> <li>May be a little difficult to read</li> <li>Grammar or spelling errors</li> <li>Background somewhat distracting</li> </ul>	<p><b>Speaker had problems with two or more of the following:</b></p> <ul style="list-style-type: none"> <li>Content was crowded or confusing</li> <li>Displayed content when not used</li> <li>Font formatting makes reading difficult</li> <li>Grammar or spelling errors</li> <li>Background is distracting or inappropriate</li> </ul>
<b>Content **</b>	<ul style="list-style-type: none"> <li>Each slide is attractive</li> <li>Serves as visual reminder of content</li> <li>Images, when used, added impact to presentation</li> <li>Does not use any sentences or paragraphs</li> </ul> <p>(Note: If used, quotations were used appropriately)</p>	<ul style="list-style-type: none"> <li>Each slide is attractive</li> <li>Has sufficient content, appropriate to the slide subject</li> <li>Images, when used, supported presentation</li> <li>May use some sentences or paragraphs</li> </ul> <p>(Note: If used, quotations were used appropriately)</p>	<ul style="list-style-type: none"> <li>Slides contain sentences and/or paragraphs on most slides</li> <li>Slides may contain excessive content</li> <li>Too many or too few slides</li> <li>Speaker may tend to rely on slides for content</li> <li>Images may be distracting or excessive content may not support presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Slides contain sentences and paragraphs on all or most slides</li> <li>Images were inappropriate or distracting – or – pictures were needed but not used</li> <li>Excessive content distracts the audience from the speaker's message or allows the speaker to only read text.</li> </ul>
<b>Technology integrated into presentation</b>	<ul style="list-style-type: none"> <li>Speaker set up, began and moved through slides smoothly</li> <li>Effectively moved through presentation</li> <li>Did not distract audience by displaying slides when not used</li> </ul>	<ul style="list-style-type: none"> <li>Speaker set up, began and moved through slides with <i>minimal</i> problems</li> <li>Little or no distractions in use of slides</li> </ul>	<p><b>Speaker had one or two problems such as:</b></p> <ul style="list-style-type: none"> <li>Setting up for presentation</li> <li>Use of mouse or remote</li> <li>Distracting use of cursor</li> <li>Distracted audience by displaying materials at wrong time or failing to move to next slide while continuing presentation</li> </ul>	<p><b>Speaker had more than two problems such as:</b></p> <ul style="list-style-type: none"> <li>Difficulty opening files</li> <li>Used mouse or remote poorly to move through presentation</li> <li>Distracted audience by displaying materials at wrong time or failing to move to next slide while continuing presentation</li> </ul>
<b>Delivery using technology</b>	<p><b>Speaker:</b></p> <ul style="list-style-type: none"> <li>Brings additional explanation and information to the slides</li> <li>Appears to know the subject very well</li> <li>Has strong eye contact</li> </ul>	<p><b>Speaker:</b></p> <ul style="list-style-type: none"> <li>Adds information to the slides</li> <li>Appears to know the subject</li> <li>Has adequate eye contact</li> </ul>	<p><b>Speaker:</b></p> <ul style="list-style-type: none"> <li>Occasionally refers to slides and may add little to them</li> <li>Appears a little uncertain at times.</li> </ul>	<p><b>Speaker:</b></p> <ul style="list-style-type: none"> <li>Reads constantly from slides</li> <li>May have difficulty reading slides and/or appears not to know the information</li> </ul>

\*\*When using embedded video files, videos should be **proportional** to speech time limits – check with your instructor for guidelines and/or approval.

Total Points \_\_\_\_\_

Comments:

## PERSUASION SPEECH SAMPLE TOPICS

**All topics must be approved by your instructor.**

**NOTE:** Check with your instructor regarding organizational, research and visual aid requirements for this assignment.

Exercise program	Vegetarianism
Living wills	Carbonated beverages
Last will and testament	Personal savings/investments
Organ donation	Skin cancer
Wearing seat belts	Cell phones
Car seats for children	Public transportation
Spay or neuter pets	School uniforms
Recycling	Animal testing
Reduce fat intake	AIDS
Blood donations	Volunteer in your community
Television violence	Supporting literacy programs
Eating healthy	Reduce carbohydrate intake
Avoid use of aspartame (nutra sweet, equal)	Splenda
Register and Vote	Alcohol abuse
Proper maintenance of smoke detectors	Domestic abuse
Proper maintenance of carbon monoxide detector	Elderly abuse
Take a self-defense course	Second language for children
Sleep deprivation	Boycotting particular products
Home Schooling	Volunteering
Support Music and Arts in Public Schools	Civic group affiliations
Removing soft drink/candy machines at schools	Alternative energy

***Seek instructor approval before considering a topic that is extremely controversial and/or complex. Such topics include for example: abortion, death penalty and gun control. It may be challenging to deal with these emotional and complex issues in the brief time allotted in classroom presentations.***

**Submit your topic as a Specific Purpose Statement.** Here are some examples:

“To persuade my audience to become regular blood donors”

“To persuade my audience that public school students should wear school uniforms”

“To persuade my audience to exercise regularly”

## MONROE'S MOTIVATED SEQUENCE

Monroe's Motivated Sequence is one format that may be used for organizing Persuasive messages. This worksheet is designed to guide you through the steps when developing a persuasive message using Monroe's Motivated Sequence.

**Attention** A must in any speech. Gain the audience's attention at the outset of the presentation and relate it to your topic.

1. Gain the audience's attention
2. Central idea and preview main points
3. Establish your credibility or why the topic is important to you
4. Motivators – why this topic is important to your audience.

Transition:

**NEED Step** Establish the problem with these four steps.  
(*Problem*)

1. Tell the nature of the problem. (what is the problem??)  
Give a relevant detailed example(s).
2. Provide additional proof such as statistics or testimony that show the extent of problem. (how bad is the problem??)
3. Show the direct relationship between the audience and the problem. What are the personal implications for each listener? How does this affect the audience members?

Transition:

**SATISFACTION Step** After you have demonstrated the problem, how extensive it is, how it will affect the audience, propose a solution that will solve the problem you presented. This step may have as many as four parts:

1. Explain the solution (attitude, belief, or action that you want the audience to adopt)
2. Make your proposal understandable and clear. Visual aids might here.
3. Show that the solution will work. (You might need experts here)  
Use facts, figures, and testimony to show that the proposal has worked effectively or that the belief has been proven correct.
4. Meeting Objections Show how your proposal can overcome any potential objections the listeners may have.

Transition:

**VISUALIZATION** You ask the listeners to imagine what will happen if they enact the proposal or if they fail to do so. How does the audience benefit?  
(*Benefits*)

1. *Positive* Describe the future with your plan in place.  
Point out all the benefits to the listeners.
2. *Negative* Have the listeners imagine themselves in an Unpleasant or undesirable position because they did not put the solution in place.
3. *Contrast* Contrast the positive with the negative for emphasis.

Transition:

**Action** Call for the listeners to act in a specific way.

1. Review the need, satisfaction and visualization step.
2. Call for a specific action, attitude or belief.
3. State your own personal intention to act.
4. **End with impact.**

**WORKS CITED:** Give the complete bibliographic citation for sources being used in the presentation.

## **Persuasion Speech - Sample Sentence Outline (Monroe's Motivated Sequence format)**

### **Recycling: The answer to many environmental problems**

General Purpose: To persuade

Specific Purpose: To persuade my audience to start recycling all non-confidential paper.

Central Idea: Recycling paper is easy to do in our community and the benefits are widespread from our local area to the world.

#### **I. (Attention Step) Introduction**

- A. Attention: Recycling one ton of paper can reduce air pollution as much as 74 percent and cut down water pollution by as much as 43 percent, according to [www.treecycle.com](http://www.treecycle.com), a website created by a group of environmentalists who call themselves Treecycle.
- B. Central theme: Recycling paper is easy to do in our community and the benefits are widespread from our local area to the world.
- C. Preview of Points: Today, I will present to you a detailed need outlining facts about paper recycling showing you the future of the world if we do not step in and recycle. Then, I would like to show you how you and I can make a difference if we did commit to recycling. Finally, I will explain how easy you can become active with the recycling efforts.
- D. Credibility: I have thought about the landfills filling up with re-usable items and decided to investigate further. After interviewing Luarette Hall who is a waste reduction manager at the Charlotte Recycling Center, I have learned many interesting and some disturbing facts about the importance of recycling paper.

(Transition: Let me begin with some information that was printed in the Mecklenburg County magazine called "Wipe Out Waste").

#### **Body**

**II. (Need)** We generate an incredible amount of waste that creates environmental problems.

- A. The Charlotte industries sent over one ton (which is the equivalent of 2,000 pounds of waste) to the Charlotte landfill which the local recycling centers evaluated. Here is what they found:
  - 1. 25 percent of the trash was non-recyclable materials, meaning it needed to go in a landfill.
  - 2. Fifty percent was recyclable papers while the last twenty five percent of the trash was recyclable in other ways (aluminum cans, plastic bottles, cardboard, etc.). (This information is located on the [www.wipeoutwaste.com](http://www.wipeoutwaste.com) website. )
- B. According to another source called <http://buyrecycledpaper.hypermart.net/case> study, paper mills in North America alone destroy approx. 12,000 square miles of forest per year.
  - 1. With the demand for paper rising, the destruction of trees will increase.
  - 2. This amount of trash is a problem for our environment.

(Internal transition: Now that we have identified the problem, let us look to some solutions).

- III. **(Satisfaction)** However, after doing research, I am pleased to let you know that there is a solution to this problem. The solution is to do the three R's: Reduce, Reuse, and Recycle.
- A. Reduce the amount of waste.
    - 1. One example of reduce is to use both sides of a sheet of paper when you are taking notes for class.
    - 2. A second example of reduce is to call your credit card company and ask them not to sell, trade, or share your address which will reduce junk mail and paper waste.
  - B. Reuse materials before discarding them.
    - 1. After reading your newspaper, use the newspaper to clean windows, to cover books, or to wrap presents (i.e.- comic section).
    - 2. If you stop and think for a moment, you can come up with all kinds of ways to reuse items.
  - C. Recycle all materials that you can.
    - 1. Toss all products with a recycling symbol into a red recycling bin from your local recycling center and then call for curbside pickup.
    - 2. Call your local recycling center today; the number is (704) 336-2673. Ask for your red recycling bin. And, set up your curbside pick-up service.
  - D. You may not be recycling now, let's look at some reasons people don't recycle.
    - 1. Maybe you live in the city of Charlotte but you think it takes too much effort?
      - a. Leave your recycling bin beside your garbage can so you can easily toss it directly into the recycling.
    - 2. Maybe you live in an apartment?
      - a. Mecklenburg County has recycling centers where you can drop off

(Internal transition: Now that we have examined a viable solution, let us visualize how you and I can benefit by applying the three R's to the problem of too much trash).

- IV. **(Visualization)** Some environmentally conscious groups believe that if we continue our habits at this rate, there will only be remnants of trees for future generations.
- A. Therefore, the first benefit is that the sooner we get involved, the less damage will
  - B. be done. That is right; we can save the lives of lots of trees.
  - C. A second benefit is that we will have cleaner air! Cleaner air is wanted especially those who suffer from breathing ailments aggravated by pollution.
  - D. A third benefit is that the earth will have cleaner water. Cleaner water means our drinking water will be safer and the fish in our oceans will be healthier.
  - E. A fourth benefit is that you and I will feel better about knowing that we are doing our part to make this earth a better place to pass down to our children and grandchildren

**(Transition: Let us summarize what we have just discussed involving recycling).**

## V. (Action) Conclusion

- I. Summary: In conclusion, you now know that the more you recycle, the less air and water pollution there will be... and the fewer trees that will be destroyed. Five hundred thousand trees are used to supply Americans with their Sunday paper and if everyone who buys a newspaper would recycle one newspaper every two weeks, we could save 25,000 trees. No recycling equals no trees for future generations. It is not too late to start recycling. You now know the names of stores that do not carry recycled paper on hand. And, you know your three R's: Reuse, Reduce, Recycle.
- II. Action: Call your local recycling center today; the number is (704)/336-2673. Ask for your red recycling bin. And, set up your curbside pick-up service.

## Bibliography

Hall, Luarette (25 May 2004). *Personal interview*. Waste reduction manager. Charlotte Recycling Center, Charlotte, NC.

*Wipe Out Waste* magazine. (2003). Produced by Mecklenburg County. Charlotte, NC.

information retrieved 04/05/2003

<http://buyrecycledpaper.hypermart.net/case>

information retrieved 3/18/2003

[www.treecycle.com](http://www.treecycle.com)

information retrieved 04/29/2003

[www.wipeoutwaste.com](http://www.wipeoutwaste.com)

## List of Visual Aids

PowerPoint presentation

Pamphlets

Recycling bin

**Persuasion Outline - Key Word**  
(Monroe's Motivated Sequence format)

Student Jaime Seamon

Health Benefits of Walking

General Purpose: To persuade

Specific Purpose: To persuade my audience to consider increasing their walking for medicinal benefits.

Central Idea: Research from medical journals and sports medicine consistently shows that walking 10,000 or more steps per day shows positive benefits for cardiovascular endurance, psychological well-being, and maintaining a healthy weight.

I. Attention Step

A. Attention: Desire to be fit and healthy

B. Central thesis: Persuade audience to start walking so they can lead a healthier life.

C. Preview of Points: health problems, feel better, look better.

D. Credibility: I take walks around my neighborhood. Speaker connection- research walking as an exercise (does not need equipment, no expensive gym monthly fees, can start walking being in any physical condition)

E. Other: (relate to audience)- hectic lifestyles, juggling career(s), families- can make it harder to lead a healthy lifestyle.

**(Transition:** As I began preparing my research, I had a basic understanding that Americans are growing more overweight and that our lifestyles are such that there is a problem with building in exercise into our permanent routine. Researching the downsides of not walking educated me on the horrible consequences. Let us take a closer look at some medically-established facts).

II. Need

A. Physical inactivity- increases risk factor for cardiovascular disease

B. Obesity in America- reaching epidemic proportions. Increased risk for other ailments (diabetes, osteoporosis, etc.).

**(Internal transition:** Now that we have identified the problem, let us look to understand the solution to this problem).

III. Satisfaction (details of solution)

A. Walking regularly can improve your health. Here's how it helps

1. Walking for 1-5 minutes

a. heart rate increases from 70 to 100 beats per minute

b. boosts blood flow, increases oxygen flow to brain and other organs

c. warms muscles up which burns approx. 5 calories per minute)

d. joints release lubricating fluids allowing one to move more easily

2. Walking for 6-10 minutes

a. heart rate increases from 100 to approx. 140 beats per minute

b. rise in blood pressure leads to release of "good" chemicals that expand blood vessels, even more oxygen goes to working muscles

c. warms muscles up to burn approx. 6 calories per minute

3. Walking for 11-20 minutes

- a. body temperature continues to rise
- b. body begins to perspire, releasing heat from the blood vessels near the skin
- c. warms muscles up to burn approx. 7 calories per minute
- d. epinephrine and glucagon levels rise to keep muscles energized and working
- 4. Walking for 21 to 45 minutes
  - a. body relaxes as the tension and toxins are released from body
  - b. as more fat burns, insulin levels drop
- B. Reasons preventing you from walking.
  - 1. Don't have the time
    - a. walking doesn't take that much time – 10 – 20 minutes a day?
  - 2. Don't have a place to walk.
    - a. walk at work on your lunch or break time, go to work early and walk before you start work
    - b. go to the mall to walk.

**(Internal Transition:** Even though you know how to improve your health by walking are you still thinking about whether or not to alter your hectic schedule to include more walking? Let's look at the benefits of walking)

#### **IV. Visualization** (contrast problem with solution; show how audience benefits)

- A. Disease Prevention
  - 1. Cardiovascular
    - a. lowers blood pressure
    - b. reduces blood cholesterol (HDL)
  - 2. Osteoporosis
    - a. strengthens bone mass
    - b. risk factors for fractures
  - 3. Diabetes
    - a. lowers blood sugar
    - b. lowers insulin levels
- B. Feel better (psychological)
  - a. more energetic, less lethargic
  - b. improves self-image
  - c. reduces fatigue
  - d. relieves bad stressors in blood levels
  - e. improves sleep patterns; reduces insomnia
- C. Look better (healthy weight maintenance)
  - a. tones muscle groups
  - b. burns calories
  - c. helps to control appetite

(Transition: What am I asking you to do? Make a commitment to yourself that you want a healthier lifestyle. Avoid adding to the growing problem of obesity and other health issues in America; be a part of the solution).

#### **V. Action Step**

- A. **Summary** (reiterate main points)
  - 1. Reaffirm that walking can lead to a healthier life. A longer life.
  - 2. Walking adds quality and quantity to your life. Save your life.
- B. **Action** (give audience choices- choose one or more):
  - 1. Call a friend to walk with you
  - 2. Find a safe and enjoyable trail, route, or street with sidewalks
  - 3. Decide on a specific time in your day to walk
  - 4. Start walking today!

## **Bibliography**

"Disease Statistics." National Osteoporosis Foundation. February, 2004.

Heaner, Martica K. "Step by Step. *Prevention*. Vol. 56, no. 4, pp. 150-152. (2004).

*Overweight and Obesity: Frequently Asked Questions*. Center for Disease and Control. Atlanta, GA. December, 2003.

*Preventing Heart Attack and Stroke*. Center for Disease and Control. Atlanta, GA. April, 2004.

Tecco, Betsy D. "Step into fitness: Here's how walking can help you be fit and stay in shape." *Current Health 2*. pp. 30-33. April-May, 2004.

*The Invisible Disease: Depression*. National Institute of Mental Health. Washington, DC. 2001.

Walk away from Diabetes and heart disease. *Harvard Heart Letter*. Vol. 14, no. 1, pp. 6-8. (2003).

*Walking for a healthy heart*. American Heart Association pamphlet. 2002.

## **List of Visual Aids**

PowerPoint

Overhead transparencies

Model of heart

Three issues of *Current Health* journals

## Sample Speaker Notes – Persuasion Speech

NOTE: This is an example of **Speaker Notes**. It is not intended to be an example for an outline. The speaker should include notes to help trigger memory, but not so many notes that he/she relies on them for all content.

Speaker notes may also include helpful delivery cues such as pauses, eye contact, showing visual aids. Speaker notes may be done in different colors or highlighted to help the speaker keep his/her place.

### Pet Overpopulation

I. Attention : humanitarian? welfare of others? extend to animals?

8 to 10 million cats and dogs/year.

1/2 euthanized, Tribune News 29 January 2003.

Allan Siegel, marketing director at Broward

Animal Care and Regulation,

quoted Sun-Sentinel, “We live in a throwaway society.

Unfortunately, that extends to our pets.”

Credibility: .

Preview -

Transition

*Pause*

II. Need (statistical data)

#### **A. Reproduction Facts SHOW PowerPoint slide**

1. Female dog

2. Female cat

**EYE CONTACT**

#### **B. Animal Statistics Incoming**

**1.Dogs - 11 thousand**

**2. Cats - 8 thousand**

#### **C. Adopted**

**1. Dogs 2,000**

**2. cats 1,000**

#### **D. Euthanized**

**1. Dogs 7,000 (60 percent)**

**2. Cats 7,000 (85 percent)**

#### **E. Euthanization Costs**

**1. Dogs -\$**

**2.Cats -\$**

Transition

**III. Satisfaction** (Remember - Eye Contact)

- A. What is it?
- B. What does it cost?
- C. Where can you get service?
- D. What can you expect?
- E. .What does it save?

Transition

**IV. Visualization** (contrast problem with solution; show how audience benefits)

- A. Benefits of Sterilization
  - 1.Pet
  - 2.Pet Owners
  - 3.Public- our community
- B. Result of Not spaying/Neutering
  - 1.Pet population will continue to increase
  - 2.Taxpayers will continue to absorb cost
  - 3. Overcrowding/abuse of animals
  - 4. Needless loss of animal lives

(Transition: What am I asking you to do to help?  
Get your dog and cat neutered as soon as possible.  
Avoid adding to the problem; be a part of the solution).

*Pause*

**V. Action Step**

- A. Summary (reiterate main points)
- B. Action (give audience choices- choose one or more):
  - 1. 1.Call Vet today for appt
  - 2. 2.Encourage neighbors and friends
  - 3. 3.Adopt a sterile animal
  - 4. 4.Become a volunteer a family of four... two parents and two children would have to own 24 cats and 36 cats” according to the Humane Alliance located in Asheville (info located on web site [www.humanealliance.org/why.htm](http://www.humanealliance.org/why.htm)) Unless you are prepared to take on that responsibility, I encourage you to spay and neuter your pets now.

## AUDIENCE ANALYSIS

One of the first steps in preparation for a speech, after topic selection, is a thoughtful analysis of the audience. The speaker needs to identify what he/she knows about this audience so that she/he can identify research materials, organizational patterns, language style, that would be most effective for that particular audience. First the speaker needs to identify what he/she knows about the audience and what additional information does the speaker need about the audience. Then the speaker determines the specific purpose of the speech and can begin developing strategies as to how to accomplish the purpose.

1. Write your specific purpose statement: (Example: To demonstrate to my audience how to safely use a fire extinguisher.)
2. Identify your audience. What do you know about the audience and what else do you need to know? Identify **demographic**, **attitudinal** and **situational** factors. Topics could include age, gender, racial or ethnic background, occupation, economic and social status, educational level, interest in the topic, knowledge of the topic, attitude toward the topic. Also don't forget to consider and describe other situational factors. You should refer to Chapter 5 in your text for more detailed explanations and examples.
3. Analyze and plan strategies. What is the purpose of your speech – inform, persuade or special occasion? Write your specific purpose statement and then compare what you know about the audience to what you want to happen in the speech. What do you need to do to make the speech succeed in achieving your purpose? For example, will it be easy to capture and hold your audience's interest with the topic, or will the topic appeal to some in your audience but not to most? So, in this part of the analysis you pull together what you know about the audience, compare that to the purpose of the speech, identify any potential problems, and plan strategies to reach the audience.

**For example, if the speaker does not analyze and adapt to the audience in these two situations, how could he/she be effective:**

1. In a demonstration speech on flower arranging, how would you adapt if half the audience were male?
2. In a persuasion speech, how would you motivate the audience to exercise if they already know the health benefits but just do not exercise?

Your written analysis should be a minimum of one page in length.

## OUTLINE GUIDE

*Use as a specific guide for organization of outline. Follow your instructor's directions before writing your outline on this form since he/she may want you to use this page only as a reference.*

### Creative Title for Speech Outline

**General Purpose:** To inform \_\_\_\_\_

**Specific Purpose:** To \_\_\_\_\_ my audience \_\_\_\_\_

**Central Idea:** (rationale and significance for speaking on this topic) \_\_\_\_\_

#### Introduction

**I. Attention-getter** \_\_\_\_\_

**II. Central idea statement** \_\_\_\_\_

**III. Credibility** \_\_\_\_\_

**IV. Preview of main points** \_\_\_\_\_

**V. Other** (relate topic to audience needs) \_\_\_\_\_

(Transition: \_\_\_\_\_)

**Body** (Main points, supporting points – use as many as needed; all blanks do not need to be filled. Remember to cite the sources for any information you get from books, interviews, journal articles. It is recommended that you have no fewer than 3 main points and no more than 5 main points.)

I. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

(Transition between main points)

II. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

(Transition between main points)

III. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

(Transition: \_\_\_\_\_)

#### Conclusion

**I. Summary:** (Review main points) \_\_\_\_\_

**II. Restatement of Thesis** \_\_\_\_\_

**III. Clincher** \_\_\_\_\_

#### List of materials – visual aids

\*(Required for Demo speech)

\*\* (may be required for Research-  
check with Instructor)

#### List of references

\*(Required for research speech)

\*\* (may be required for Demo- check with  
Instructor)

## LIBRARY RESEARCH ASSIGNMENT

**TOPIC:** Choose your library research topic based on the topic you have chosen to speak on.  
**The topic must be approved by your instructor.**

A necessary and integral part of presentation-making is that the speakers perform accurate and up-to-date research on the subject matter. The Library Research Assignment is an educational tool the Communication program uses to guide students on ways to utilize a variety of research avenues provided by our library and to learn the latest upgrades to research databases.

In an effort to help you complete the Library Research Assignment, the Communication faculty and Library Services have developed an Online Tutorial and Online Quiz to introduce basic research tools. Both the tutorial and quiz are available in your Blackboard class. Once you have completed the tutorial and quiz you are ready to begin the Library Research Assignment. Your instructor will connect this assignment to one of your speaking assignments. A standardized version of this assignment is available at the Communication website: <http://arts.cpcc.edu/academics/communication>.

**NOTE: Check with your instructor for detailed directions for this assignment. Your instructor may have revised the assignment.**

## OUTSIDE SPEAKER CRITIQUE

(Must be a LIVE performance. No movies, television, or videos)

(Must be typed using full sentences)

YOUR NAME \_\_\_\_\_  
SPEAKER'S NAME \_\_\_\_\_  
SPEAKER'S POSITION OR TITLE \_\_\_\_\_  
PLACE OF SPEECH \_\_\_\_\_  
WHO IS IN THE AUDIENCE \_\_\_\_\_  
OCCASION \_\_\_\_\_  
DATE OF SPEECH \_\_\_\_\_

**An effective evaluation “examines and judges” the speaker for effectiveness. A good speech communicates well. As you evaluate this speaker consider if the speech did what the speaker intended it to do:**

**Organization – Evaluate for effectiveness the organization of each of these components:**

- A. Introduction (comment on attention-getter, credibility, preview of main points).
- B. Body (clear main points, use of transitions).
- C. Conclusion (summary, clincher).
- D. Overall organization: Did the speech structure distract from the content or enhance it?

**Delivery—Evaluate for effectiveness the speech delivery:**

- A. Analyze the mechanics of voice. How was the speaker’s voice projection (was he/she loud enough)? Does the speaker use vocal variety or is he/she monotone? Does the speaker effectively vary his speaking pace?
- B. Analyze nonverbals. Do the speaker’s gestures match what he/she is saying? Do you feel he/she really understands and believes what he/she is saying? What did he/she communicate without even speaking? Does the speaker use sufficient eye contact?
- C. Describe confidence and enthusiasm conveyed (in their voice, through gestures, body movement).

**Content**

- A. Describe supporting data used. (examples/stories, statistics, and testimony). Was the support appropriate for the speech?

- B. Describe use of language. (grammar, word choice, appropriateness for audience or topic)

**What was your overall reaction to the presentation?** What would you suggest the speaker could do to improve his/her speaking. Be specific.

## OUTSIDE SPEAKER CRITIQUE

(Must be a LIVE performance. No movies, television, or videos)  
(Must be typed using full sentences)

YOUR NAME \_\_\_\_\_  
SPEAKER'S NAME \_\_\_\_\_  
SPEAKER'S POSITION OR TITLE \_\_\_\_\_  
PLACE OF SPEECH \_\_\_\_\_  
WHO IS IN THE AUDIENCE \_\_\_\_\_  
OCCASION \_\_\_\_\_  
DATE OF SPEECH \_\_\_\_\_

**An effective evaluation “examines and judges” the speaker for effectiveness. A good speech communicates well. As you evaluate this speaker consider if the speech did what the speaker intended it to do:**

**Organization – Evaluate for effectiveness the organization of each of these components:**

- A. Introduction (comment on attention-getter, credibility, preview of main points).
- B. Body (clear main points, use of transitions).
- C. Conclusion (summary, clincher).
- D. Overall organization: Did the speech structure distract from the content or enhance it?

**Delivery—Evaluate for effectiveness the speech delivery:**

- A. Analyze the mechanics of voice. How was the speaker’s voice projection (was he/she loud enough)? Does the speaker use vocal variety or is he/she monotone? Does the speaker effectively vary his speaking pace?
- B. Analyze nonverbals. Do the speaker’s gestures match what he/she is saying? Do you feel he/she really understands and believes what he/she is saying? What did he/she communicate without even speaking? Does the speaker use sufficient eye contact?
- C. Describe confidence and enthusiasm conveyed (in their voice, through gestures, body movement).

**Content**

- A. Describe supporting data used. (examples/stories, statistics, and testimony). Was the support appropriate for the speech?
- B. Describe use of language. (grammar, word choice, appropriateness for audience or topic)

**What was your overall reaction to the presentation?** What would you suggest the speaker could do to improve his/her speaking. Be specific.

## THEATER CRITIQUE

*(Must be a LIVE performance. No movies, television, or videos)*

YOUR NAME \_\_\_\_\_

NAME OF PRODUCTION \_\_\_\_\_

PLACE / NAME OF THEATER \_\_\_\_\_

DATE OF PRODUCTION \_\_\_\_\_ AUDIENCE \_\_\_\_\_

1. Character you are critiquing \_\_\_\_\_

What was your general reaction to the character?

2. Describe the character's mechanics of speech.  
(rate, pitch, volume, dialect, pronunciation)

3. Comment on the actor's nonverbals. (gestures, posture, movements)

4. What was your general reaction to the entire cast/performance?

5. Other comments -

## Speech Communication Presentation Evaluation Rubric (Spring 2012)

Your instructor may use a different grading rubric (grading guidelines), see instructor for specific speech guidelines.

**(5 points)** This is an excellent presentation of appropriate time which contains all or most of the following characteristics:

1. An attention-getting introduction that orients the audience to the subject and motivates the audience to listen,
2. Well-developed points with transitions and internal summaries; content reflects excellent research and appropriate citation of sources; focused, logical and coherent development; vivid, accurate language; good use of repetition to reinforce key ideas, establishes speaker credibility
3. Use of vocal variety in rate, pitch and volume in order to maintain and heighten audience interest; effective pronunciation and articulation; lacks inarticulates
4. Confident physical stance; eye contact addresses the entire audience; complementary gestures that demonstrate enthusiasm
5. When used, well-chosen visual aid(s) that effectively complement the presentation
6. Use of extemporaneous style, effective use of notes; well-polished delivery
7. A conclusion that restates the central idea; summarizes main points; and uses an excellent clincher/concluding statement which motivates the audience
- \*8. The persuasive argument addresses alternative points of view and uses ethos, logos, and pathos effectively.

**(4 points)** This is a good presentation of appropriate time which contains all or most of the following characteristics:

1. An attention-getting introduction that orients the audience to the subject and motivates the audience to listen
2. Well-developed points with transitions and internal summaries; content reflects adequate research and appropriate citation of sources; logical and coherent development; accurate language; uses repetition to reinforce key ideas
3. Uses vocal variety to maintain audience interest; appropriate pronunciation and articulation; minimal use of inarticulates
4. Firm physical stance; sufficient amount of eye contact; uses complementary gestures
5. When used, effective choice and use of visual aid(s)
6. Use of extemporaneous style, effective use of notes; well-polished delivery, familiar with speaking aid(s)
7. A conclusion that adequately restates the central idea; summarizes the main points; uses a clincher/ concluding statement.
- \*8. The persuasive argument identifies alternative points of view and uses ethos, logos, and pathos effectively.

**(3 points)** This is an adequate presentation of appropriate time which contains all or most of the following and which demonstrates the minimum level of competence necessary for the student to be successful a Speech Communication course:

1. An attention-getting introduction that previews the main points
2. Well-developed points with transitions; logical development but at times may lack coherence; adequate language; content may not reflect adequate research and/or appropriate citation of sources
3. Sufficient level of vocal variety; adequate pronunciation and articulation; moderate use of inarticulates
4. Physical stance is primarily firm but shifts weight frequently; adequate eye contact and/or eye contact is focused in one direction; adequate gestures
5. When used, adequate choice and use of visual aid(s)
6. Use of extemporaneous style; possible over-reliance on notes, familiar with speaking aids but has to stop to collect his/her thoughts
7. A conclusion that restates the central idea and summarizes the main points
- \*8. The persuasive argument does not address alternative points of view but uses ethos, logos, and pathos effectively.

**(2 points)** This is a less than adequate presentation of appropriate time which contains all or most of the following characteristics:

1. An attention getting introduction that only introduces the topic
2. Main points with no transitions; adequate development and support; tedious language
3. Little or ineffective use of vocal variety in rate, pitch and/or volume; obvious mispronunciation and articulation errors, frequent use of inarticulates
4. Constant weight shifts; insufficient eye contact; distracting gestures
5. When used, visual aid(s) are irrelevant or distracting.
6. excessive reliance on notes; occasionally loses place and stops speaking
7. Conclusion summarizes but may leave audience wondering if the presentation is finished
- \*8. The persuasive argument does not address alternative points of view or use ethos, logos, or pathos effectively.

**(1 point)** This is a completely inadequate speech that is difficult to and contains all or most of the following characteristics:

1. Introduction merely states the topic or purpose
2. No clear structural pattern or main points; inadequate development
3. Monotonous tone and/or inappropriate volume and/or rate; frequent mispronunciation and articulation errors; excessive use of inarticulates
4. Continuous weight shifts; little or no eye contact; distracting gestures
5. When used, visual aid(s) are ineffective.
6. Complete reliance on notes; frequently loses place and stops speaking
7. No conclusion or summary of main points; closes with "the end" or "that's it"
- \*8. The speaker attempts persuasion, but the speech is informative in nature.

\*= only applicable to COM 231 persuasive speeches



7. Which assignment(s) did you find most helpful to you personally or professionally?

8. Which assignments did you find least helpful?

9. Write what you liked about the course. Include such items as focus of instruction, textbook, handouts, lecture, class participation, etc.

10. Write your suggestions for ways the course could be improved.

11. How much value do you think this course will have in your life in the future?

Wow, a lot                       little value  
 OK, some value               very little                       no value at all

12. **ADDITIONAL COMMENTS??**

## STUDENT INFORMATION

This information is kept confidential on file with the Instructor.

Name \_\_\_\_\_ Semester/Year \_\_\_\_\_

Program \_\_\_\_\_ Student ID \_\_\_\_\_

Phone (Home) \_\_\_\_\_ (Cellular) \_\_\_\_\_

(Work) \_\_\_\_\_ E-mail \_\_\_\_\_

Hours this semester \_\_\_\_\_

Check all that apply:  full-time student  part-time student  retraining  
 work full-time  work part-time  retired

Place of employment –

Position/Duties -

Other Speech/Communication classes (high school/college)

Public Speaking Experience (church, clubs, city/county/state govt., civic organizations, work, etc.)

Reasons for taking this course –

Goals (3-5 goals you want from this course)

List 3-5 steps you can take to achieve your goals.

List 3-5 items your classmates can do to help you achieve your goals.

List 3-5 steps your instructor can take to help you achieve your goals.

*Any special needs/issues that instructor needs to be aware (i.e., learning disabilities, financial sponsorship, etc.)? If registered with Services for Students with Disabilities, make sure Instructor has proper paperwork. Other comments. Please write on back.*

***I have read the syllabus and I understand the plagiarism, attendance, withdrawal and incomplete grades, and grievance policies. I am aware of the requirements and classroom policies of this course.***

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date