SPCH 110: Essentials of Speaking & Listening

Teaching Guidelines

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SPCH 110: Essentials of Speaking & Listening Teaching Guidelines

Developed for use in the SMSU College Now Speech Course
Updated Summer 2014

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Overview

The SMSU Speech Program is glad to partner with College Now to offer SPCH 110: Essentials of Speaking and Listening. Speech 110 is a part of our Liberal Education Program (general education) curriculum and is assured acceptance at all of the MNSCU schools. This Handbook has been developed so that you may explore academic freedom in the development of your class while simultaneously maintaining continuity throughout the Speech Communication curriculum.

Greetings! Thank you and congratulations for your appointment to the position of Teaching Assistant with the Southwest Minnesota State University College Now Speech Program. Your excellence in teaching, commitment to your students, and the drive to excel in education makes you an asset to your community, to your school, to Southwest Minnesota State University and most importantly to your students. The benefits of this class for students are immense: a painless transition into collegiate expectations, college preparation in their own high school environment, and the benefit of reducing their class load when they enter an on-campus environment.

As teaching assistants, you should be dealing with students of a higher caliber (high achievers, motivated students, or simply students who want to learn). As educators, it will provide you with a challenging, exciting, and rewarding experience. Initially, students may find it difficult to adjust to the new, higher expectations of a college classroom. You may also find it challenging to adjust to a different set of standards, however given time and experience we feel it is quite easy to adjust.

Our view is that you will work with us in a Teaching Assistant role; ideally we view our relationship as one of a supervisory role to ensure commonality with our on-campus classes as well as to promote continuity within the off-campus classes. As a result we utilize a common syllabus, one that all instructors on and off campus adhere to, in order to maintain the integrity and continuity as well as the academic rigor expected in our University classroom. We have great deal of confidence and comfort with this syllabus, which is why we expect and enforce adherence.

Again, congratulations! We look forward to an educational and prosperous experience.
Speech Program Orientation

- **Before** you may be considered as a teaching assistant you are to provide the University with a current curriculum vitae, transcripts, an application, and a letter of support from their principal. Teachers *normally* need to have a minimum of three years teaching experience in speech communication. All teachers must be approved by the SMSU Speech Program; even if you were approved to teach in another discipline you must complete this process.

- The most important expectation is that the teaching assistant adheres to the same course policies that instructors enforce at Southwest Minnesota State University. Please remember you are responsible for teaching a college level public speaking course.

- Willingness to serve as a teaching assistant constitutes agreement to administer the course in accordance with the Essentials of Speaking and Listening Teaching Guidelines.

- Each student **must** receive the common course syllabus.

- The required text is: *A Pocket Guide to Public Speaking* by O’Hair, Rubenstein and Stewart. Students are responsible for reading the text and may be tested periodically over the material.

- Students are required to use program sanctioned Speech Evaluation Sheets. Teachers are required to use the Instructor Evaluation Form. (Both forms are provided in the Appendices.)

Teaching Assistant General Directions

1. The speech evaluation form coupled with the textbook and the handouts here provide the basis for instruction.

2. All items on the speech evaluation form are competencies necessary for successful completion of the course. As such, it is imperative that the teaching assistant provide instruction for every competency. For example: an introduction consists of four specific competencies to be taught. Students should demonstrate each competency for each round of speeches.

3. The teaching assistant will complete an Instructor Evaluation Form for each speaker for each round of speeches.

4. Each student will complete Student Speech Evaluation Forms for their peers for each round of speeches. The course should be taught from the perspective that providing feedback and constructive criticism to fellow classmates is as important as the required speeches themselves.

5. The speech evaluation form is a useful tool for several reasons:
   - The form provides the competencies to be measured in each speech.
   - The form is the basis to evaluate each student’s speech.
6. Each student is required to prepare and deliver four total speech presentations. Students will attempt presentations that fall within the limited preparation genre. One presentation will be an impromptu activity of some sort that requires at least 2 minutes of structured speaking; the other is a 4-6 minute extemporaneous speech. Students will also attempt prepared presentations. These include a 5-7 minute persuasive speech and an 16-20 minute group informative presentation.

7. The extemporaneous speech must contain at least 3 credible sources. The persuasive speech must contain a minimum of 5 different sources that relate to the development of argumentation. Finally, students will be required to incorporate at least 10 credible sources in the informative group presentation (visual aids DO count toward the minimum source total in this speech).

8. The persuasive and group informative speeches will be accompanied by a typed outline, which is to be given to the instructor prior to speaking, and must include a Works Cited of research sources. If a work is cited in the speech, it needs to appear in the Works Cited. If a work appears in the Works Cited, it needs to be cited in the speech. Students will use the MLA stylebook for the Works Cited format.

9. Students must be prepared to speak the first day of speeches. This means they must be prepared to speak whenever their name is called. If a student is not prepared, they will not be allowed to speak thus receive a zero on the assignment. A zero constitutes a failure to complete one of the four speeches.

10. Failure to deliver the four required speeches will mean failure of the course.

Contact Information: Director of College Now

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• Before contacting the College Now Director, speak with your high school liaison or site supervisor – they will likely be able to answer your question. If those two resources can't answer your question, they will contact the Director.

• The supervising professor will make personal visits as needed or as requested by the teacher. The supervising professor will also be available by telephone or e-mail to address any questions or concerns.

• If you know that the professor has scheduled a personal visit for a specific day and your school is cancelled for that day, please contact the professor.

Wikipedia is NOT a credible source!
A ll students on- and off-campus are expected to meet the requirements outlined in the syllabus. If at any point there is a question about how the syllabus should be interpreted, contact your supervising professor. Ultimately, the professor has final determination.

**Navigating the Syllabus**

Maintaining continuity when there are many instructors using the same syllabus can be difficult, but with a little preparation it can be made easier. What follows is a dissected syllabus with explanations, then a “clean” copy to duplicate and disseminate to students.

**Navigating the Evaluation Forms**

Again, continuity is of the utmost importance. Teachers *must* use the provided “Instructor Evaluation Form.” It serves to guide all students through the evaluation of the required competencies. Teachers may go beyond the elements detailed on the evaluation form, but the majority of the grade for the assignment should still come from the elements on the form itself.

In an effort to assist the teacher in understanding the evaluation process, the following additional documents are being provided in the Appendices:

1. Syllabus (for duplication)
2. Instructor Evaluation (for duplication, *this form MUST be used by all*).
3. Sample of a completed instructor evaluation form
4. Oral Communication Rubric used to illuminate the instructor evaluation form
5. Student Evaluation (for duplication)
6. Sample of completed student evaluation form
Explaining the Syllabus

1216-110 Essentials of Speaking and Listening (3 credits)
Course Syllabus

Description:

This course teaches the use of verbal and nonverbal communication to organize and deliver a speech. Additional emphasis is placed on identifying and overcoming listening barriers. In all reality, this is a skills course.

Objectives:

Students will gain knowledge of the following principles:
- developing critical thinking skills
- selecting the speech purpose and limitation of the subject area
- research practices
- evidence and forms of supporting material
  Including effective visual aids
- developing an effective introduction
- developing an effective conclusion
- organizing the body of the speech

- effective outlining
- analyzing and adapting to an audience
- analyzing and adapting to the occasion
- effective speech composition
- preparing and presenting information in groups
- effective delivery
- developing critical listening skills
- effective methods of speech criticism
- identifying and overcoming listening barriers

Text and Supplies:

Required: A Pocket Guide to Public Speaking by O’Hair, Rubenstein and Stewart; Bedford/St. Martin’s (latest edition).
Required Supplies: Speech Critique Sheets
Recommended: MLA Handbook for Writers of Research Papers

Course Requirements:

1. Students must choose speech topics which are creative, novel, unique, and appropriate for their audience, rather than topics that lack originality.

2. Each student will deliver a minimum of four speaking assignments:
   a. An impromptu speaking activity (must be a minimum of 2 minutes).
   b. A 4 to 6 minute extemporaneous speech using at least 3 sources
   c. A 5-7 persuasive speech
      i. The speech must utilize a problem-solution organizational pattern.
      ii. The speech must contain a minimum of 5 different sources. Failure to use 5 different sources will warrant lowering the speech grade by at least one full letter grade.
   d. A 16-20 minute informative group presentation
      i. Each student will work with an assigned group of 4-6 to prepare and present the assignment
      ii. Presentations must contain a minimum of 10 outside sources
      iii. Groups will be required to use an effective visual aid in this presentation
      iv. Groups will be responsible for preparing contracts that lay out expectations for members, disciplinary actions, and procedures for firing a member of the group.

We ask that you keep updated to the most current text we are using on campus, but also realize budgets are tight. As a result, we allow you to use a text for at least three years.

Demonstration or “how to” topics are not allowed.

Any speech over or under time will be penalized

Visual aids are recognized as supporting material much like testimonies, statistics, examples, etc.
v. This presentation will be graded on both a group and individual basis.

3. Guidelines for use of speaking notes and podium:
   a. Outlines may NOT be used to deliver any of the speeches.
   b. Students are not to use a lectern or podium for any of their speeches.

   Many students find this intimidating, but are surprised that it isn't as difficult as they may initially think. Work to emphasize that they are not memorizing speeches, but concepts. A memorized speech comes across insincere.

   (Failure to abide by a. & b. will warrant failure of the speaking assignment.)

   c. Students may deliver all speeches without the use of notes. If notes are used, they may not exceed two 3x5 note cards, written on one side only. One of the cards may contain only bibliographic documentation (NOT supporting material) necessary for source citation. The other card may not exceed 35 words. Failure to follow these guidelines will warrant lowering the speech grade by at least one full letter grade. This requirement applies to individual and group presentations.

4. Outlines and Works Cited:
   a. The persuasive speech and the group presentation will be accompanied by a typed complete sentence outline which will be given to the instructor prior to speaking and will include a bibliography/works cited of research sources.

   If an outline does not have a works cited page, the outline CANNOT be accepted and results in a zero for the assignment. If a student gets a zero on ANY of the four speaking assignments they may not pass the class.

   b. If a work is cited in
       The speech it is to appear in the bibliography/works cited. If a work appears in the bibliography/works cited, it is to be cited in the speech.

   c. Students must follow MLA style for the bibliography/works cited.

   (Failure to abide by a., b., and c. will warrant failure of the speaking assignment.)

5. You must be prepared to speak the first day of speeches.
   This means you must be prepared to speak whenever your name is called. Failure to deliver 4 speeches will mean failure of the course. You cannot make up a missed speech unless extenuating circumstances occur.

6. Students will be responsible for reading the text and handouts distributed in class. Students are responsible for lecture notes.

7. Because this class is primarily performance in nature, students should refrain from wearing anything that inhibits vocal production or distracts from their performance such as lip rings, tongue studs, hats/caps, coats, etc. when performing.

8. All students are required to evaluate other speakers using the Speech Critique Sheets. In addition, students will be required to participate in classroom critique sessions as an exercise in active and critical listening. Student critiques will be a graded assignment that will be evaluated periodically by the instructor.

9. All students are required to complete a variety of listening activities/assignments throughout the term.
Attendance Policy:
This class will be taught from a perspective that providing feedback and constructive criticism to fellow classmates is as important as the required performance activities themselves. Since participation in these activities is dependent upon regular attendance, this will not only be expected, but MANDATORY. Attendance will be taken at every class meeting. Missing more than one week’s equivalent of class will result in the lowering of the final grade for the course by at least one full letter grade.

Academic Honesty:
Students will be expected to abide by the SMSU Academic Honesty Policy. Plagiarism is not tolerated and will result in the failure of this class.

Electronic Devices:
Students are expected to shut off, disable or terminate the function of all cell phones, PDA’s and/or other technological tools. Repeated disruptions may lead to permanent dismissal from the class.
Sample Grading Scheme (optional)

Speaking Assignments: (375 total points)
- Impromptu Speech………………………………………………………… 50 points
- Extemporaneous Speech……………………………………………….. 75 points
- Persuasive Speech……………………………………………………….. 100 points
- Group Presentation*…………………………………………………….. 150 points

Preparation and Listening Assignments: (90 total points)
- Persuasion Topic…………………………………………………………… 10 points
- Persuasion Preparation Outline (with Works Cited)…………………….. 10 points
- Group Presentation Topic*………………………………………………. 10 points
- Group Presentation Preparation Outline* (with Works Cited)………….. 10 points
- Extemporaneous Peer Evaluations……………………………………….. 15 points
- Persuasion Peer Evaluations……………………………………………… 15 points
- Group Presentation Peer Evaluations……………………………………. 20 points

Exams/Quizzes: (100 points)
- Quiz #1…………………………………………………………………….. 25 points
- Quiz #2…………………………………………………………………….. 25 points
- Final Exam…………………………………………………………………… 50 points

Participation: ………………………………………………………………….. 35 points

Total: 600 points

Final course grades will be determined using the following scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100.0 - 96.67%</td>
</tr>
<tr>
<td>A</td>
<td>96.66 - 93.34%</td>
</tr>
<tr>
<td>B+</td>
<td>93.33 - 90.00%</td>
</tr>
<tr>
<td>B</td>
<td>90.00 - 86.67%</td>
</tr>
<tr>
<td>C+</td>
<td>89.99 - 86.67%</td>
</tr>
<tr>
<td>C</td>
<td>86.66 - 83.34%</td>
</tr>
<tr>
<td>D+</td>
<td>83.33 - 80.00%</td>
</tr>
<tr>
<td>D</td>
<td>80.00 - 76.67%</td>
</tr>
<tr>
<td>C-</td>
<td>79.99 - 76.67%</td>
</tr>
<tr>
<td>B-</td>
<td>76.66 - 73.34%</td>
</tr>
<tr>
<td>B</td>
<td>73.33 - 70.00%</td>
</tr>
<tr>
<td>D</td>
<td>69.99 - 66.67%</td>
</tr>
<tr>
<td>D-</td>
<td>66.66 - 63.34%</td>
</tr>
<tr>
<td>C</td>
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</tr>
<tr>
<td>C-</td>
<td>60.00 - 59.99%</td>
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<tr>
<td>F</td>
<td>59.99 - 00.00%</td>
</tr>
</tbody>
</table>

*Group assignments will be graded on a group and individual basis. Recorded grades will be the average of a group grade and an individual grade. Students missing group presentations will not be allowed to make up the presentation.
**Speech Competencies**

very speech requires basic competencies that must be demonstrated regardless of the goal. This section covers many of the competencies and expectations for speakers. Every text, website, even teacher will approach these competencies in a slightly different way, but no matter the terminology used every student will be held to the expectations outlined in this section.

**Speech Components**

*Introduction*

An effective introduction prepares the audience psychologically – by stimulating favorable interest in the speaker and message, and logically by orienting the audience to the basic thrust or purpose of the speech and the nature of the body. An introduction should be brief, it only prepares the audience for what to come, the ideas and content should be focused in the body of the speech.

A. **Attention Getting Devices**
   - Startling Statement
   - Quotation
   - Humor
   - Personal Experience
   - Illustration
   - Hypothetical Situation
   - Rhetorical Question

B. **Establishing Common Ground**
   - Refer to the significance of the subject
   - Pay the audience an honest compliment
   - Refer to the occasion
   - Refer to the special interest of the group

C. **Thesis (Didactic Method)**

   “A single, declarative sentence, which encompasses the overall focus of the speech.” It is preferable that it be an assertion, concise, and conveys the general purpose of the speech.
D. Division of Thesis/Preview/Overview
A preview of the main points of the speech (must include numerical signposting). The main points should be in same order they are developed in the speech. Parallel language should be employed in order to clearly establish the organization of the body. For example, much like Mapquest gives directions from one point to the next with important landmarks in between, so too does the preview of the speech.

E. Transition
Movement from the introduction to the body of the speech – often in the form of a restatement of the first main point of the speech.

Body:
Development of main points in support of the thesis as well as sub points in support of main points, etc.

A. State the Main Points
Each main point must be clearly signposted so the audience knows where the speaker is in the speech. Main points should be phrased as assertions and are the ideas of the speaker. Main points provide direct support for the thesis.

B. Support (evidence that helps to support the main points)
• Examples
• Statistics
• Testimony
• Comparison
• Visual Aids
• Analogy

You should include at least the first three types in every speech. The implication is that these tools provide support for the main points, main points are NOT support.

C. Documentation
Tells where the support comes from as well as identifies the qualifications of the source. In oral documentation, or source citation, technically the speaker should identify the author, date, and publication type. In the case of internet sources there is a similar, yet slightly different, protocol.

1. An actual author may not be readily identifiable; however a corporate author can be identified more easily.

2. In spite of the MLA rules, the date you access a source on the internet has no bearing on its actual currency. Instead, look first for when the site may have been “last updated,” “copyrighted” or, “published.”

3. Sponsoring agencies often serve as the publisher. For example, the American Red Cross has the webpage and sponsors the articles, content, and information on the page.
D. **Common Ground**
Links the support presented to the immediate audience; each main point should be linked to the audience in some way.

E. **Transition**
A bridge from one main point to another - a suggested method would be to provide a brief summary of the preceding main point followed by a brief introduction to the next main point, including a signpost that indicated movement on to a new point. There MUST be a transition between every main point.

**Conclusion**
Serves to drive home the main thrust of the speech and bring the audience to closure; no new information is allowed in the conclusion.

A. **Summary**
A brief reiteration of the main point signposts.

B. **Restate Thesis**
Restate thesis as it was stated in the introduction.

C. **Round Out the Speech**
The final psychological-logical impulsion to move the audience toward closure:
1. Return to the attention getting device
2. Refer back to the common ground
3. End with a “moral to the story”
Guidelines for Supporting Material

Supporting materials can serve to bolster personal experiences, add substance to the speech, and demonstrate the speaker’s credibility. However, sources should be used with purpose:

1. **Pertinence** -- Each piece of support should be clearly relevant to the point it is used to support. If a listener needs to spend time “figuring out the connection” they aren’t spending time listening to the speaker.

2. **Variety** -- The presentation should not rely excessively on one type of support (such as examples) but should instead use a number of different forms of support. By varying your support you are more likely to appeal (emotionally, ethically, or logically) to all members of an audience.

3. **Amount** -- The presentation should include a sufficient amount of support (enough to make the ideas presented both clear and compelling to the audience). STOP!!! That does NOT mean you should have dozens of sources: A speaker that lists source, after source, after source is not saying anything. Use support to prove your ideas with clear reasoning and explanation. Additionally, the source should not be making points for you; as the speaker that is your job.

4. **Detail** -- Each piece of support needs to be developed to the point that audience members can both understand the item of support AND can see how the item backs up the point it is used to support.

5. ** Appropriateness** -- Each piece of supporting material should meet the demands that the audience and the occasion place on the kind of material that is likely to be received favorably. For example, a "scholarly" audience will probably place higher demands on the speaker's sources of information than a "general" audience would. The appropriateness of a source is rooted in your purpose for it: what specifically you are trying to prove. Ask yourself: what type of information will support my claim most effectively while appealing to the expectations of my audience?

**Specific Guidelines for Types of Supporting Material**

Supporting materials are usually offered in recurring forms. Depending upon the form of support provided, you should ask yourself some questions to determine if you are making the best possible use of that kind of material:

For Examples/Narratives:

* Is the example/narrative representative?
* Is the example/narrative sufficiently detailed and vivid?
* Is the example/narrative personalized?
For Statistics:

* Is the source of the statistic reliable?
* Has the source of the statistics been cited in the speech?
* Has the statistic been used correctly?
* Have you rounded-off complicated statistics?
* Have you interpreted the statistic (explained it in another way)?
* Have you done something to emphasize the statistic?
* Have you used statistics sparingly?

For Testimonies:

* Is the source qualified to make the statement you're quoting?
* Is the quotation accurate?
* Have you attributed the testimony prior to the quote?
* Have you made it clear whether you are paraphrasing or quoting directly?
* If you are quoting, is the quotation brief?
* Have you clearly signaled where the testimony begins and ends?
* Are the source's conclusions reasonably free from bias?

For Comparison/Contrasts:

* Is comparison appropriate and justified?
* Is the comparison meaningful -- does it tell your audience something valuable?
* Have you avoided overdoing the comparison?
Outlines

The speech outline is a complete sentence model (skeleton) of your speech. From the outline, you can test the organization, logic, support and development of your entire speech. It is key to remember that this is an OUTLINE and not a manuscript. An outline should not be exhaustive, but a sketch of the speech which is developed orally. Here are some guidelines that will assist you in the construction of a speech outline.

Use Standard Outline Form

As you organize the body of the speech, use a standard set of symbols. The main points will be identified by Roman numerals (I., II., III.), sub points will be identified by capital letters (A., B., C.), and minor headings identified by Arabic numerals (1., 2., 3.). Note: if you have a “I” you must have a “II”; if you have an “A”, you must have a “B”; if “1”, then a “2”; “a” then “b” – this demonstrates ample development. In other words, there can be no I without a II, no A within a section without a B, no 1 within a section without a 2, etc. At first, this rule may seem rather artificial and arbitrary; but if you think about it, the prohibition has the force of logic behind it. Whenever you are tempted to violate this rule, ask yourself the rather Zen question: Can you cut a loaf of bread into one piece?

The outline should be broken down into three major subsections: An introduction, a body with two-five main points with a minimum of two-three sub-points each, and a conclusion. You should be constantly subjecting your outline to critical scrutiny, testing it for two main characteristics: comprehensiveness (does my outline include all the things I want to talk about?); and coherence (does my outline organize these ideas in the most logical order?).
Outlining Form (for the Body of a speech)

I. First main point
   A. First major sub-point of I
      1. First minor sub-division of A (support)
      2. Second minor sub-division of A (support)
   B. Second major sub-point of I
      1. First minor sub-division of B (support)
      2. Second minor sub-division of B (support)
   C. Third major sub-point of I
      1. First minor sub-division of C (support)
      2. Second minor sub-division of C (support)

II. Second main point
   A. First major sub-point of II
      1. First minor sub-division of A (support)
      2. Second minor sub-division of A (support)
   B. Second major sub-point of II
      1. First minor sub-division of B (support)
      2. Second minor sub-division of B (support)
   C. Third minor sub-point of II
      1. First minor sub-division of C (support)
      2. Second minor sub-division of C (support)

III. Third main point
   B. First major sub-point of III
      1. First minor sub-division of A (support)
      2. Second minor sub-division of A (support)
   B. Second major sub-point of III
      1. First minor sub-division of B (support)
      2. Second minor sub-division of B (support)
   C. Third minor sub-point of III
      1. First minor sub-division of C (support)
      2. Second minor sub-division of C (support)
Visualization
Indent as you develop each level so you can visualize the various thought relationships. Headings at the same logical level of the outline (level of major subtopic, level of minor subtopic, etc.) should have roughly the same logical weight (similar scope and significance) and they should be expressed in phrases that parallel each other in grammatical form. Perhaps you have struggled to fit your ideas into the standard outline format; but if you keep its purpose in mind, the form will make sense. Standard outline form is just a shorthand way of showing the logical relationships between ideas on a two-dimensional page. It shows the main subdivisions of your topic, and the order in which they will be treated. Under the main subdivisions, it shows further divisions. The subdivisions are aspects of the more general division that appears above them. Outlining is all about classifying ideas (putting related ideas together) and putting them in an order that makes logical sense.

Sentence structure
Use complete sentence structure for all points. Headings and subheadings will be the only parts of a complete sentence that do not use correct grammar, punctuation, and syntax.

Thesis support
Each main point should provide direct support for, or, amplify the speech thesis, if a main point is to do this it must be a statement and not a question. If a main point does not support the thesis it should not be included in the speech. One way to test whether or not main points support the thesis is to state the thesis then “because”, and then state the main point. Each main point, with the thesis, should end up being a complete thought.

Example: Thesis Sentence: The United States should withdraw from the U.N. (because) Main Point One: The U.N. no longer seeks to protect human rights worldwide. Do this with each main point to see if it supports the thesis.

Simplicity: Single thought
Main points and sub points should contain only one idea. If a main point or sub point contains more than a single thought or idea, it will confuse the audience. If you see an “and” in one of your main or sub points, you will need to decide on one of the two ideas to present, or you can split the two ideas into two headings if it is appropriate and if both ideas support the thesis.

Example: (incorrect) I. The U.N. no longer seeks to protect human rights worldwide and it is too costly for the United States to help maintain.

Example: (correct) I. The U.N. no longer seeks to protect human rights worldwide. II. The U.N. is too costly for the United States to help maintain.

Subordination of points
Check to make sure that not only do your main points support the thesis, but the sub points support the main points as well. Each sub point should be directly related to the main point it falls under.
Limitation of main points

Don’t overburden your audience with too many points. The average listener cannot assimilate more than three or four main points. Remember the number of main points used corresponds directly to the amount of time allotted for the speech. Naturally the more time you have the more main points you might employ. For a 5-7 minute speech, only two to four main points are possible, with two or three main points more reasonable.

Final Advice on Outlining

At its core, outlining is not a difficult process. Many times students spend too much time trying to “re-invent” the wheel by coming up with their own outline styles, extensively developing copious amounts of information, or working independently without the help or input of their teacher.

- Outlines should be limited to a maximum of two pages (that includes the Works Cited section – which does not need its own separate page).
- Outlines should follow the samples precisely.
- Outlines should only be a skeleton of the speech; at no point should an outline look like a manuscript of a speech that is to be memorized. Speeches should only employ an extemporaneous delivery method.

A full sentence outline is mandatory and should include the following sections: title, statement of specific purpose, thesis statement, introduction, body (including internal summaries and transitions), conclusion, and references. Samples, ideas, and tools that may assist you in developing and perfecting your outline are included in the Appendices of this document. The last idea that should be reinforced, however, is this: No matter how much work you put into an outline, its logic, its content, its organization … if you do not deliver it well and convey that information the speech will not be effective. Be sure you appropriate your time for an equal amount of effort (perhaps more) to PRACTICING your speech.
Visual Aids

Visual materials supplement audible forms of support (such as: maps, diagrams, charts, pictures, media & models) and are recognized as supporting material much like testimony, statistics, examples, etc. used to support a sub point in the speech. Because visual aids are considered supporting material, they are to be documented like all other forms of support. An example of the proper use of a visual aid is as follows:

I. Main point
   A. Sub point
      1. Testimony w/documentation
      2. Example w/documentation
      3. Visual aid w/documentation
   B. Sub Point

Important rules to remember when using visual aids:

1. Do not stand between your listeners and what you show them.

2. Use only visual materials that are closely related to the point you are presenting and refer only to those parts of a visual aid that are relevant.

3. Be sure the aid is large enough so that it can be easily seen from all part of the room.
   a. Use few words and large heavy print.
   b. Avoid a mass of meandering or crisscross lines.
   c. Present materials in vivid colors, when appropriate.
   d. Present only data, which is simple enough to be comprehended at a glance.

4. Avoid displaying visual aids until you are ready to use them and then remove them as soon as you are finished with them.

5. Avoid building your speech around visual aids.

6. Always practice using visual aids.

7. Do NOT pass visual aids among audience members; it distracts attention.
Power Point Presentations

Use of Power Point in a presentation can greatly enhance a speech, IF used appropriately. Almost everyone has seen a presentation where Power Point shows the audience slide after slide, filled with words, which the speaker essentially reads to the audience. In essence, the listener could read the screen and not need to listen to the speaker. A visual aid (which Power Point is) should be used to support the speech, not give the speech for the speaker. If used to support the speech in the same way an example or statistic is used it can provide a professional, graphic, and clear means by which a speaker can support their own ideas.

Attached are some suggestions to assist you in using Power Point software in your speech. You will quickly note that it is not a guide to help you actually make the slides, remember this is a speech class not a computer science course. If you are not already familiar with the software you may be better off spending your time developing more traditional visual aids rather than learning the intricacies of Power Point.

Power Point Considerations

Balance
Defining a balanced slide may seem like a matter of opinion, but there are concrete criteria, including: Clip art and text must fit together well. No element -- title, points, graphics -- should overpower the others. Headings should be consistent in size and placement. They should be large and clear. The audience should be able to understand each slide quickly and easily. If you are unsure whether your slide is well balanced, ask a friend or your instructor if they find your presentation easy to follow, and easy on the eye. (See examples of balanced and unbalanced slides.)

The Presentation
Give a speech, not a slide show. Make sure you have practiced giving your speech while using your PowerPoint presentation. It may be helpful to make notes on your cue cards or outline indicating when to move from one slide to the next. Time yourself giving your speech with the presentation. Also, make sure that you are within your assigned time limit. In case of technical problems, be prepared to give your speech without your PowerPoint presentation. Consider making printouts of your presentation to give your classmates in case of technical problems. To keep your audience from becoming distracted, you should also use blank slides when you are done with one slide and not yet ready for the next one. Consider this as you practice your speech with the presentation. Insert blank slides where you are speaking about something that departs from the contents on the slide.
Impromptu Speaking

The benefits from mastering impromptu speaking are wide: improved oral expression of thought, develop confidence in public speaking, thinking on your feet, and developing leadership skills. These benefits translate directly to pragmatic skills in interviews, rapid analytical abilities, and research strategies. This course requires all students to complete some sort of impromptu speaking activity that includes at least 2 minutes of structured speaking on their part. While formal impromptu speeches are the most logical option for this assignment, other activities may be used. Be sure to clear any activity with your supervisor before using it in your class. If you choose to use formal impromptu speeches, some guidelines for them are presented below.

Time Management

Formal impromptu speeches generally serious in nature with topics selected from quotations, cartoons, and objects. Speakers are typically given an abbreviated preparation time (as determined by the instructor, with guidance from the supervising professor) and then asked to deliver their speech. The most effective use of preparation time is to make a decision as to how one wishes to develop the speech within the first 15 seconds of preparation time. Plan to spend the remaining preparation time developing main points, sub points and support. The entire preparation time should not be spent writing ideas. It is best to leave time to go over the speech in one’s mind and/or aloud. The goal should be to minimize the amount of preparation time and use as much of the total time speaking as possible.

Development and Organization

Develop the topic in one of two ways: literal (adhering to the exact meaning or intent of the topic) or figurative (the meaning resembles or represents something else – usually analogous or metaphorical).

Once you have decided how you wish to develop the topic, draw a line down the center of your scratch sheet or note card. I strongly recommend using only a note card to save time transferring information from a scratch sheet to your note card. Remember time is your best friend or worst enemy. On each side of your center line place a I and a II denoting your main points, an A and B denoting your sub points, and a 1 and 2 under each A and B denoting your support. This process insures that you have at least two main points, two sub points supporting the main points and at least two support points supporting the sub points. This is the minimum level of development for an impromptu speech and once you gain more experience you will be able to develop more fully the structure and support. Your note card should look like this:
Support
Because preparation time is limited, you need a way to quickly generate ideas for your main and sub
points and support points. Use your life experiences such as, jobs you have had; classes or are taking or
have taken; current national and international events; etc. This portion of the preparation process is
designed to assist you in developing the body of the speech. You will still be required to develop an
introduction and a conclusion. For attention getting devices, you may choose to start a file of generic
(stock) devices including such items as quotations, anecdotes, illustrations, stories, etc. Once you have
drawn your topic you will only need to select the stock attention device that works best.

Remember, no matter what topic is drawn you have certain responsibilities as a speaker. You must have
an introduction, body, and conclusion. You must establish main points that support the thesis, sub
points that support the main points, and support for your points. The only thing that will change is how
you wish to develop and support various topics.
Extemporaneous Speaking

Extemp is short for extemporaneous speaking. This speech asks the speaker to persuade or inform an audience “on short notice.” Participants have limited time to prepare a speech. Topics are in the form of questions about current events. For example, “Should Social Security be replaced with private pension plans in the United States?”

Value of Extemporaneous Speaking

Extemp develops public speaking skills, raises knowledge of current events, improves analytical skills, enhances writing skills, and increases organizational skills. Attentiveness to political, economic and social issues produces a more informed citizen.

The type of speech depends on the question and the approach the speaker chooses. Some speakers use a persuasive organization while others utilize an informative organizational approach. In any case, the speaker MUST answer the question explicitly and provide ample proof and develop to their reasoning.

Assignment

The time is 4-6 minutes. A minimum of 3 sources is required. No outline is collected for this assignment. Students are allowed to use two 3x5 index cards, following the same requirements listed on the syllabus. Speakers may find it helpful to memorize the order of information: main points, sub points, and then sources.
Awareness of current events will be useful in selecting and preparing an extemp speech. Sources and source citations follow the same requirements established in the informative and persuasive speeches:

1. Credible sources
2. Fully documented orally (author, date, & publication)
3. Variety in support (examples, statistics, & testimonials at a minimum)

Sample Extemporaneous Speaking Topics

1. Should the orphanage system be reestablished?
2. Is DNA fingerprinting reliable?
3. Is America’s drinking water safe?
4. Does United States foreign aid harm other nations and/or the U.S.?
5. Are labor unions still necessary?
6. Is violence in the workplace a serious problem?
7. Is animal experimentation justified?
8. Are living wills beneficial?
9. Do sex education programs prevent teenage pregnancy?
10. Are stronger child pornography laws needed?
11. Should the war on drugs (domestic or international) be abandoned?
12. Should physician-assisted suicide be nationally legalized?
13. Should the federal government offer school vouchers?
14. Is alternative medicine safe and effective?
15. Can chiropractors help heal many ailments?
16. Should the United States embrace diverse cultural influences?
17. Is rapid introduction of electric cars a good strategy for reducing air pollution?
18. Is emphasizing racial diversity productive?
19. Should welfare programs be turned over to the states?
20. Should employees be tested for drug use?
21. Are weight-loss treatments harmful?
22. Does day care harm children?
23. Should violent juvenile criminals be tried as adults?
24. Should “hate speech” be tolerated?
25. Is advertising liquor on television and radio irresponsible?
26. Should the United States force democracy upon other nations?
27. Does community-based policing prevent crime?
28. Should humans be allowed to receive animal organ transplants?
29. Should flag burning be banned?
30. Should the UN recognize Palestine as its own nation?
31. Should men and women share domestic responsibilities?
32. Do working parents harm children?
33. Should the United States eliminate aid to Israel?
34. Is hunting animals morally acceptable?
35. Has athletes’ greed marred professional sports?
36. Should the welfare program be reformed?
37. Does violence in the media cause violence in society?
38. Does multiculturalism benefit students?
39. Is it time to abolish the minimum wage?
40. Should college athletic programs be reformed?
41. Is domestic violence against men a problem?
42. Can competitive sports be unhealthy?
43. Will building more prisons solve prison overcrowding?
44. Are vitamin supplements beneficial?
45. Should the military accept homosexuals?
46. Is the extent of homelessness exaggerated?
47. Should government funding of the arts be restricted?
48. Can curbs on cigarette smoking advertising help prevent teenage smoking?
49. Did European unification strengthen Europe?
50. Will genetically altered animals benefit humankind?
51. Are curfews effective and constitutional?
52. Should schools distribute condoms?
53. Is the Endangered Species Act effective?
54. Should Internet pornography be censored?
55. Can shelters help the homeless?
56. Should women serve in military combat?
57. Should the insanity defense be abolished?
58. Is juvenile crime a serious problem in the schools?
59. Should social security be rescued?
60. Are movie ratings effective in curbing violence?
Useful websites:

Use the following links with skepticism: they are provided to give more scope, exposure, and experience with extemporaneous speaking. They are only provided to be supplementary to lecture and readings.

http://www.extemptopicanalysis.com/Introduction_To_Extemp.htm


http://www.presentation-pointers.com/showarticle/articleid/253/


http://www.lessonplanet.com/search?keywords=extemporaneous+speaking&rating=3

(This link is useful for teachers looking for lesson plans, ideas to add to curriculum in limited prep, and ideas for introducing extemp speaking.)
Persuasive Speaking

An original speech by the student designed to inspire, reinforce, or change the attitudes, beliefs, values or actions of the audience. Problem/Solution organization must be utilized and multiple sources should be used and cited.

Persuasion

The persuasive speech is divided into two parts, problem and solution, however, in terms of time spent, the breakdown usually requires considerable more time be devoted to the problem area. The audience must be convinced a valid problem exists before a change is proposed. Without spending adequate time developing a case for change there would be neither need nor support for a change. A typical time division would be two-thirds of the speech devoted to the problem and one-third to the solution. This may vary somewhat, however the problem stage is always longer than the solution stage. As a persuasive speaker, your responsibility is to build good and sufficient reason(s) for adopting a change, and then you are responsible for presenting a solution to the problem.

In order to establish a sufficient problem, the persuasive speaker must show:
1. that a problem exists
2. the problem is significant
3. the problem is harmful

In order to build a sufficient solution, the persuasive speaker must show:
1. the solution will directly solve the problem identified in the problem stage
2. the solution will not create more problems than the current system
3. that the proposed solution is workable, practical and desirable. In other words, if your solution does not solve the problem or creates more problems than the original problem, it would not warrant acceptance or adoption.
Problem solution organization is but one of three factors that make a compelling persuasive speech persuasive. Another facet is developing a compelling thesis supported by a reasonable and sound support and documentation base. The final facet is delivery. No matter how persuasive the speech might be on paper, if it is not delivered with conviction, both vocally and physically, the persuasive message is lost. Your responsibility is to bring all three components to the persuasive speech. Needless to say, your subject must be unique. Audiences do not want to continually hear about the same problems over and over. Make your subject fresh; it will greatly assist you in gaining as well as maintaining audience interest. Be sure that you choose a topic that you can effectively address and ‘solve’ within 5-7 minutes.

**The Persuasive Thesis**

Before detailing specific introduction, body and conclusion requirements, it is necessary to the unique qualities of a persuasive speech thesis statement. Because this is a persuasive, problem/solution speech, the thesis statement should contain a specific call to action. An example might be “The United States must withdraw immediately from the United Nations.” A solution-oriented thesis tells the audience what specific course of action you wish to pursue in your persuasive speech.

A thesis for a persuasive speech that argues for a change in the status quo of a policy must include three elements. First, the thesis must establish a mandating agency (a group or organization that can be held accountable to enact the solution). Second, the word “should” must be used: by using this word the speaker implies that he/she is seeking to change the status quo. If as persuasive speech is not asking for change, persuasion does not exist and the general purpose is not met. Finally, a thesis must provide a plan to be implemented (the solution ultimately).

**Example:** The Food and Drug Administration should regulate ephedrine.
**Example:** The MN legislature should reduce corporate income tax rates.

In order to have an effective speech, you must have effective structure. In order to have effective structure, you must know how to properly outline so that you can trace whether or not ideas relate to one another, if they are supported and documented and if they support the thesis. In short, if you have a poor outline, the result is a poor speech.

I. Problem
   A. Exists
   B. Significant
   C. Harmful

II. Solution
   A. Plan specifics
   B. Workable, practical, desirable
   C. Solves problem better than status quo.

Remember, these options are in abbreviated outline form and only demonstrate the development of the body of the speech. Your outline will be far more detailed.
Problem Solution Organization

(for the body of a speech ONLY)

Thesis: Single, declarative sentence which encompasses the overall focus of the speech. For problem/solution, this is often solution-oriented and phrased as a call to action.

I. Problem – Complete sentence of the nature of the problem

A. Exists – (sentence supporting I.)
   - what is the problem (evidence)
   - why does the problem exist – what caused it? (evidence)

B. Significance – (sentence supporting I.)
   - how many people are affected by the problem (evidence)
   - how big is the problem? (evidence)

C. Harm – (sentence supporting I.)
   - how are people being harmed (evidence)
     economical
     physical
     psychological social
   - to what extent are people being harmed (evidence)

II. Solution – complete sentence of the call for change/action

A. Plan details (sentence supporting II.)
   - how will the solution work (evidence)
   - how will the solution be implemented (evidence)

B. Practical (sentence supporting II.)
   - can the change be logically and reasonably adopted (evidence)
   - has the solution worked in other places (evidence)
   - how will the solution solve the problem (evidence)

C. Desirable (sentence supporting II.)
   - how will the public find the solution to be better than the status quo (evidence)
   - will the public support the proposed change
   - benefits of implementing the plan
Informative Group Presentation

Informative speaking offers you an opportunity to practice your researching, writing, organizing, and speaking skills. You will learn how to discover and present information clearly. If you take the time to thoroughly research and understand your topic, to create a clearly organized speech, and to practice an enthusiastic, dynamic style of delivery, you can be an effective "teacher" during your informative speech. Finally, you will get a chance to practice a type of speaking you will undoubtedly use later in your professional career.

The purpose of the informative group presentation is to provide interesting, useful, and novel information to your audience, while developing small group communication skills. By dedicating yourself to the goals of providing information and appealing to your audience, you can take a positive step toward succeeding in your efforts as an informative speaker.

Background

An original, factual speech by the group on a realistic subject to fulfill the general aim of informing the audience is at the core of the activity. Each group should consist of approximately five individuals and should utilize each member’s speaking talents through the course of the presentation. Multiple sources (10) must be used and cited in the development of the speech. The presentation should be graded on both a group and individual basis. The individual's final grade on the assignment will be the average of the group grade and the individual grade.

Topic Selection

Topic selection is very important for successful informative speaking. Topics should be fresh and unique. If the general aim were to inform the audience, then a topic the audience already knows about would not reach that goal. To establish and maintain audience interest, pay special attention to the topic. Think of it this way: Your goal is to teach us about something we don’t know. Sometimes the way you approach a topic can provide a new or fresh viewpoint.

Organization

Design and develop the body of the speech first. As you research, look for a catchy quotation or startling statement that would make an effective attention device. Also look for a word, phrase or device that you might insert throughout the speech as a recurring rhetorical device. This promotes unity and serves to maintain audience interest.
Time Limit

The time limit is 16-20 minutes so you will need an ample amount of organized information and support. In order to have effective structure, you must know how to properly outline so that you can show thought relationships, thesis support and documentation. For an 16-20 minute informative speech, it is generally considered appropriate to have 3-5 main points.

Delivery

Delivery is very important. No matter how well written, a poorly delivered speech is a weak and ineffectual speech. Do NOT try to persuade your audience. Work toward a conversational vocal quality complimented by a degree of energy and interest. Remember, if you sound bored, your audience will be bored. If you sound memorized, your audience will consider you insincere. Try to practice sharing the presentation space with your group members. You’ll need to incorporate effective transitions between each speaker in order to effectively lead the audience through the presentation. It is vital that you practice your presentation as a group several times so that you can coordinate components assigned to various members. The final presentation should be an integrated, coherent and comprehensive presentation, not 5 separate speeches on related topics that all happen to be given on the same day.

Tips for working successfully as a group

It should be clear that a major portion of this assignment involves group/team work. With this understanding, we offer the following suggestions to make the group experience more successful and worthwhile.

1. Make sure everyone is committed to the task of the group.

2. Realize that everyone is busy and take this into consideration as you plan your project. Planning ahead and allowing for other demands on your time will serve you well.

3. Keep a record of group meetings in the form of minutes and agendas so you have a clear idea of where you have been and where you are going as a group.

4. Talk about or confront problems in the group as soon as they come to light. Don't wait it out until the day before the presentation when it's too late to do anything about it.

5. TRUST is an essential element of a successful work team.

6. Remember that not everyone in the group has to agree 100% with each decision that is made by the group (simply put, you don't have the time to achieve consensus on each issue or decision that the group will have to make)--but it IS essential that each member of the group put 100% effort into whatever needs to happen as the result of each decision. In the final analysis, as group members you sink or swim together.
Group Contracts

All groups are required to prepare a contract at the outset of their work. The document should be a set of explicit expectations (norms) for group policies and procedures. The contract should be drafted after careful discussion and deliberation of all group members. It must have the following elements:

1. List of the members of the group.

2. A listing of the days and times of group meetings that have been tentatively agreed upon. A regularly scheduled meeting time would be helpful to establish.

3. A list of the general expectations of group members and underlying goal of the group.

4. Procedures for handling problems within the group. In particular, your contract should indicate how concerns with a member’s contribution (or lack thereof) will be dealt with. In most cases, group members who are the subject of concern should be warned verbally first and then in writing if the problem persists. The procedures in the contract should avoid a member being “surprised” or “caught off guard.”

5. Each group may reserve the authority to recommend the “firing” of a group member that is failing to work with the group. This should be clearly articulated in the contract and procedures for this should be VERY specifically explained. A suggested procedure appears below.

   a. The individual who is not performing up to group expectations should be presented with a list (in writing) of the details that the rest of the group feels warrant the "firing." All other members of the group should sign the statement.

   b. The individual should have the opportunity to present to the group any reasons/justification/plan for addressing the concerns of the group. If the group agrees, the individual may be retained in the group.

   c. If, after the member’s explanation, the group still feels the individual should be “fired,” a meeting of the group should be arranged with the instructor to seek mediation of the situation. If, after such a meeting, the instructor is unable to resolve the situation, the member may be officially “fired.” (He or she would then meet with the instructor to determine how to proceed in the course.)

6. The contract should end with an indication of all group members’ ratification in signature form.

7. A place for the instructor's signature, indicating approval of the document, should be provided at the bottom of the contract.
Sample Group Contract  (Names have been removed for confidentiality.)

We, the blue group, agree to the following guidelines:

1. Each member will meet most Mondays at 8:00 PM in the SMSU Library to discuss the progress of the upcoming project. If one is unable to attend the meeting they must inform the group via discussion board on D2L or e-mail their assigned parts to at least one other member of the group by 8:00 PM on that night.

2. Each member must do their assigned part by 8:00 PM on the Monday of the meeting. An exception is if one member would like the other group members input on items and would rather explain it in person rather than D2L. If there are other reasons why a member does not have their part done they will discuss it with the other members and the group will decide if it is a reasonable excuse.

3. Each member must stay on task while meeting.

4. The group as a whole will decide and assign parts of the assignment to each other. If members of the group feel that someone isn’t putting enough effort, or not doing their part, they will bring it up to other group members first to see if others feel the same. If the majority of the group feels there is a concern with a member, the group will discuss this concern with the individual at the Monday meeting. If the group still feels that the individual is not doing their part, the group will talk to Mark Fokken for further action.

5. If Mark Fokken agrees with the group that a member should be “fired” the following actions will apply:

   a. The group members will type out a letter indicating the actions that the individual has done that made the group feel that they have not put enough effort into the assignments.
   b. Each member who feels that the questioned individual should be fired will sign that letter agreeing that the group member in question is “fired.” If a member does not feel that the individual in question should be “fired” they will not sign it.
   c. Mark Fokken will also sign the contract indicating that he has been notified of the group decision.
   d. The group will then talk to the individual on the meeting night explaining what was said in the contract and that they have been dismissed from the group.
Informative Outline Format

**Title**

Name
General Purpose
Specific Purpose
Thesis – same as introduction

[Introduction]
I. Attention Getter (Something catchy to get the attention of your audience)
II. Common Ground (How are we, your audience, affected or involved in this? Why should I care?)
III. Thesis (One declarative statement on the focus and purpose of the speech)
IV. Preview with signposts (First, Second, Third. --- First, Next, Finally, etc)

[Body]
I. Main Point #1
   A. Sub-point of I
   B. Sub-point of I
   C. Sub-point of I

(Transition: This is where you write your transition between each main point)

II. Main Point #2
   A. Sub-point of II
   B. Sub-point of II
   C. Sub-point of II

[Conclusion]
I. Summary (Restate your main points)
II. Restatement of the thesis (Same as intro and header)
III. Final closing statement. (Tie it back to attention getter/common ground.)

**Helpful Tips**
- Cite ALL borrowed material
- USE FULL SENTENCES
- Format counts
- Punctuate!
- You proofread and have two others proofread it
- Demonstrate credibility
- Establish common ground in main points
- Outline should contain enough information to fill the time limitation
- Tailor your portion to fit with the holistic message of the presentation. It should feel like a cohesive whole, not a series of separate pieces.
Appendix

Additional Resources

ny teacher, student, or speaker no matter how experienced or adept can always use a little extra help. The following pages include documents that supplement course content and the text. For some they may prove useful for others they may serve minimal value; whatever purpose they serve you, they are intended to go beyond the book or lecture and provide supplementary support.

Web Resources

PUBLIC SPEAKING
Public Speaking: Compton’s Online Encyclopedia (<http://www.comptons.com>) National Speakers Association (<http://www.nsaspeaker.org>)

OBTAINING INFORMATION ON AUDIENCES
Who Where? (<http://www.whowhere.com>)
World Pages (<http://www.worldpages.com>)
Government Statistics (<http://www.fedstats.gov>)
United Nations (<http://www.un.org>)
Library of Congress (<http://lcweb.loc.gov>)
National Science Foundation (<http://www.nsf.gov>)
Smithsonian Institution (<http://www.si.edu>)
Statistical Abstract of the United States (<http://www.census.gov/stat_abstract>)

BRAINSTORMING
http://www.imagist.net/services/design2.htm
http://www.cms.dmu.ac.uk/General/hci/hcibib
http://www.screamingsuccess.com
http://www.ipb.com/creative/brainst
http://www.brainstorming.org
http://www.delphi.com/brainstorming.html

ORGANIZATION
Auditory Organization of Speech (<http://www.icsi.berkeley.edu/audorg>)

WEB SITES ON INTRODUCTIONS
Deciding on and Writing an Introduction (<http://www.executivespeaker.com/spkop_m.html>)

WEB SITES ON QUOTATIONS
CHA’s Quotations about Change (<http://www.cha4mot.com/quo_chng.html>)
CHA’s Quotations about Ideas (<http://www.cha4mot.com/quo_idea.html>)
Merriam-Webster Dictionary Online (<http://www.m-w.com/netdict.htm>)
Roget’s Internet Thesaurus of English Words and Phrases
(http://www.thesaurus.com/thesaurus)
University of Illinois Language Learning Lab (http://www.lll.uiuc.edu)

PHOTOGRAPHS AND OTHER STILL IMAGES
http://www.thefreesite.com/Free_Graphics
http://www.cyberclips.com
http://www.photodisc.com
http://www.freefoto.com
http://www.PictureQuest.com
http://www.en-core.net

DOWNLOADABLE MUSIC FILES
http://www.mp123.com
http://www.mp3.com
http://www.mp3.now.com
http://www.mp3.lycos.com
http://www.RioPort.com
http://www.4mp3audio.4anything.com

AUDIO CLIPS
http://www.wavsounds.com
http://www.dailywav.com
http://www.wavcentral.com
http://www.thefreesite/FreeSounds
http://www.4wavfiles.4anything.com/

VIDEO CLIPS
CNN Video Select (http://www.cnn.com/video)
ABC News Newsclips (http://www.abenews.go.com)
Contacting your senator (http://www.senate.gov)
Contacting your congressional representative (http://www.house.gov/writerep)
Population Research Institute (http://www.pop.org)
Rhetoric on the Web (http://classics.mit.edu/Aristotle/rhetoric.html)
Current facts and material (http://www.newsslink.org)

GENERAL INFORMATION
• Internet Public Library (http://ipl.sils.umich.edu)
• World Wide Web Virtual Library (http://lcweb.loc.gov)

FACTS AND STATISTICS
• Government Statistics (http://www.fedstats.gov)
• Factbook on Intelligence (CIA) (http://www.odci.gov/cia/publications/facttell/index.html)
• United Nations Web Server (http://www.un.org)
• Library of Congress (http://lcweb.loc.gov)
• National Science Foundation (http://www.nsf.gov)
• Smithsonian Institution (http://www.si.edu)
• Statistical Abstract of the United States (http://www.census.gov/stat_abstract)
PUBLIC SPEAKING
• History Channel: Great Speeches (http://www.historychannel.com/speeches/index.html)
• MediaScope (http://www.mediascope.org)
• Freedom Forum First Amendment Center (http://www.fac.org)

STYLE SHEETS
These are good references for students:
• APA Frequently Asked Questions (http://www.apa.org/journals/faq.html)
• APA Publication Manual Crib Sheet (http://www.psychwww.com)
• MLA-Style Citations (http://www.columbia.edu/cu/cup/cgos/idx_basic.html)
• Online Writing Lab – Purdue University (https://owl.english.purdue.edu)
1216-110 Essentials of Speaking and Listening (3 credits)
Course Syllabus

**Description:**
This course teaches the use of verbal and nonverbal communication to organize and deliver effective oral presentations. Additional emphasis is placed on identifying and overcoming listening barriers.

**Objectives:**
Students will gain knowledge and skills in:
- developing critical thinking skills
- selecting the speech purpose and limitation of the subject area
- research practices
- using evidence and forms of supporting material in groups
  Including effective visual aids
- developing an effective introduction
- developing an effective conclusion
- organizing the body of the speech barriers
- effective outlining
- analyzing and adapting to an audience
- analyzing and adapting to the occasion
- effective speech composition
- preparing and presenting information in groups
- effective delivery
- developing critical listening skills
- effective methods of speech criticism
- identifying and overcoming listening barriers

**Text and Supplies:**
Required: *A Pocket Guide to Public Speaking* by O’Hair, Rubenstein and Stewart; Bedford/St. Martin’s (latest edition).
Required Supplies: Speech Critique Sheets
Recommended: *MLA Handbook for Writers of Research Papers*

**Course Requirements:**
1. Students must choose speech topics which are creative, novel, unique, and appropriate for their audience, rather than topics that lack originality.
2. Each student will deliver a minimum of four speaking assignments:
   a. An impromptu speaking activity (must be a minimum of 2 minutes).
   b. A 4 to 6 minute extemporaneous speech using at least 3 sources.
   c. A 5 to 7 minute persuasive speech.
      i. The speech must utilize a problem-solution organizational pattern.
      ii. The speech must contain a minimum of 5 different sources. Failure to utilize 5 different sources will warrant lowering the speech grade by at least one full letter grade.
   d. A 16-20 minute informative group presentation.
      i. Each student will work with an assigned group of 4-6 to prepare and present this assignment.
      ii. Presentations must contain a minimum of 10 outside sources.
      iii. Groups will be required to use an effective visual aid in this presentation. (Demonstration or "how to" topics are NOT allowed.) Visual Aids are recognized as supporting material much like testimonies, statistics, examples, etc. used to support a sub-point in the speech. Examples include pictures, graphs, media, etc.
      iv. Groups will be responsible for preparing contracts that lay out expectations for members, disciplinary actions, and procedures for firing a member of the group. All decisions made by group contract must receive final approval of the instructor.
      v. This presentation will be graded on both a group and individual basis.
   e. Any speech over or under time will be penalized. If a speech exceeds the time limit it may be stopped.
3. Guidelines for use of speaking notes and podium:
   a. Outlines may NOT be used to deliver any of the speeches.
   b. Students are not to use a lectern or podium for any of their speeches.
   (Failure to abide by a. and b. will warrant failure of the speaking assignment.)
c. Students may deliver all speeches without the use of notes. If notes are used, they may not exceed two 3x5 note cards, written on one side only. One of the cards may contain only bibliographic documentation (NOT supporting material) necessary for source citation. The other card may not exceed 35 words. Failure to follow these guidelines will warrant lowering the speech grade by at least one full letter grade. This requirement applies to individual and group presentations.

4. Outlines and Works Cited:
   a. The persuasive speech and the group presentation will be accompanied by a typed complete sentence outline which will be given to the instructor prior to speaking and will include a Works Cited of research sources.
   b. If a work is cited in the speech it is to appear in the Works Cited. If a work appears in the Works Cited, it is to be cited in the speech.
   c. Students must follow MLA style for the Works Cited.
     (Failure to abide by a., b., and c. will warrant failure of the speaking assignment.)

5. You must be prepared to speak the first day of speeches. This means you must be prepared to speak whenever your name is called. Failure to deliver the 4 required presentations will mean failure of the course. You cannot make up a missed presentation unless extenuating circumstances occur.

6. Students will be responsible for reading the text and handouts distributed in class. Students are responsible for lecture notes.

7. Because this class is primarily performance in nature, students should refrain from wearing anything that inhibits vocal production or distracts from their performance such as lip rings, tongue studs, hats/caps, coats, etc. when performing.

8. All students are required to evaluate other speakers using the Speech Critique Sheets. In addition, students will be required to participate in classroom critique sessions as an exercise in active and critical listening. Student critiques will be a graded assignment that will be evaluated periodically by the instructor.

9. All students are required to complete a variety of listening activities/assignments throughout the term.

**Attendance Policy:**
This class will be taught from a perspective that providing feedback and constructive criticism to fellow classmates is as important as the required performance activities themselves. Since participation in these activities is dependent upon regular attendance, this will not only be expected, but MANDATORY. Attendance will be taken at every class meeting. Missing more than one week’s equivalent of class will result in the lowering of the final grade for the course by at least one full letter grade.

**Academic Honesty:**
Students will be expected to abide by the SMSU Academic Honesty Policy. Plagiarism is not tolerated and will result in the failure of this class.

**Electronic Devices:**
Students are expected to shut off, disable or terminate the function of all cell phones, PDA’s and/or other technological tools. Repeated disruptions may lead to permanent dismissal from the class.
## Instructor's Evaluation Form

### I. TOPIC SELECTION / INVENTION
- A. Appropriate for Audience & Occasion
- B. Interesting / Novel
- C. Research Resources

### II. INTRODUCTION
- A. Attention-getter
- B. Common Ground
- C. Speaker's Credibility
- D. Thesis Stated
- E. Main Points Previewed

### III. BODY & ORGANIZATION
- A. Organizational Pattern
- B. Main Points Explained / Argued
- C. Supporting Material
- D. Source Citations
- E. Transitions

### IV. CONCLUSION
- A. Summary / Review
- B. Thesis Restated
- C. Closure/Finality

### V. STYLE / LANGUAGE
- A. Language Use
- B. Conversational Style

### VI. DELIVERY:
- A. Proper Volume
- B. Diction
- C. Pitch / Inflection
- D. Rate
- E. Natural Gestures
- F. Eye Contact
- G. Facial Expression
- H. Posture
- I. Natural Movement
- J. Anxiety Management

### VII. PRESENTATIONAL AIDS
- A. Appropriate for Topic
- B. Simple and Uncomplicated
- C. Consistent / Professional Design
- D. Displayed at Appropriate Time

### VIII. GROUP / TEAMWORK
- A. Cohesion / Unity / Teamwork
- B. Equal Participation

### Assessment Scale: 0=Not Present; 1-2=Emerging; 3-4=Developing; 5-6=Advanced

### Thesis Statement:

### Organizational Pattern:

### Main Points:
1. 
2. 
3. 

### Additional Comments on Back

### Strengths

### Weaknesses

### No. of Sources Cited:

### Typed Outline:

### 35 words or less:

### Podium Use:

### Overall Assessment:
0 1 2 3 4 5 6
Emerging Developing Advanced
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Involves creating an oral, audience-oriented, conversational, and supportive medium. Enhances the quality of communication and discourse.</th>
<th>Report/summary statement is organized, clear, and concise. Emphasis is placed on supporting evidence and outcomes.</th>
<th>Supporting material may be used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need for further research:</td>
<td>Develops new insights and enhances the value of existing research.</td>
<td>Relevant literature review.</td>
<td>Information or sources of relevant literature.</td>
</tr>
<tr>
<td>Exposition:</td>
<td>Presents and explains the need for the reported work.</td>
<td>Work-related theories, methods, and secondary sources.</td>
<td>Relevant literature and sources.</td>
</tr>
<tr>
<td>Audience:</td>
<td>Determines the target audience for the report.</td>
<td>Audience analysis.</td>
<td>Information about the audience.</td>
</tr>
<tr>
<td>Appropriate topic:</td>
<td>Mentions the topic's relevance and importance.</td>
<td>Appropriate topic is identified.</td>
<td>Appropriate topic is selected.</td>
</tr>
<tr>
<td>Conclusion:</td>
<td>Summarizes the major points and conclusions. Abstracts significance and impact.</td>
<td>Conclusion is clear and concise.</td>
<td>Conclusion is clear and concise.</td>
</tr>
</tbody>
</table>

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**Oral Communication Rubric – MSU Liberal Education Plan (January 2012)**

<table>
<thead>
<tr>
<th>Speaking Competencies</th>
<th>Advanced</th>
<th>Developed</th>
<th>Emerging</th>
<th>Present</th>
<th>Not Present</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Presentation</td>
<td>- Impart a positive and enthusiastic impression. - Communicate effectively. - Adapt to different audiences.</td>
</tr>
<tr>
<td>Communication</td>
<td>- Develop the ability to communicate clearly and effectively. - Listen actively.</td>
</tr>
<tr>
<td>Organization</td>
<td>- Manage time and resources effectively. - Prioritize tasks.</td>
</tr>
</tbody>
</table>

**Advanced**
- Complete complex projects independently.
- Navigate complex situations effectively.

**Developing**
- Apply basic skills in various contexts.
- Demonstrate understanding of principles.

**Competent**
- Demonstrate proficiency in core competencies.
- Apply knowledge to new situations.

**Not Present**
- Lacks essential knowledge and skills.
- Requires ongoing support and guidance.

**Preparation**
- Attend workshops and seminars.
- Review relevant literature.

**Presentation**
- Gather and organize a presentation.
- Deliver a clear and engaging presentation.

**Work effectively in a group**
- Contribute to group discussions.
- Delegate tasks effectively.

**Utilize effective feedback**
- Seek feedback from peers and mentors.
- Apply constructive feedback to improve performance.

**Organizational effectiveness**
- Assess organizational needs and prioritize tasks efficiently.
- Collaborate with team members effectively.

**Innovation process**
- Develop innovative solutions to problems.
- Evaluate the feasibility of new ideas.

**Interpersonal skills**
- Establish and maintain effective relationships.
- Mediate conflicts and resolve disputes.

**Leadership**
- Demonstrate leadership qualities.
- Inspire and motivate team members.

**Advanced**
- Lead complex projects.
- Develop and implement strategies.

**Developing**
- Apply leadership principles.
- Foster a collaborative environment.

**Competent**
- Display effective leadership.
- Encourage team performance.

**Not Present**
- Lacks leadership skills.
- Requires guidance.

**Preparation**
- Attend leadership workshops.
- Read books on leadership.

**Presentation**
- Design and deliver a leadership presentation.
- Demonstrate leadership in practice.

**Work effectively in a group**
- Lead group discussions.
- Encourage participation.

**Utilize effective feedback**
- Seek feedback on leadership style.
- Apply feedback to improve leadership effectiveness.

**Organizational effectiveness**
- Assess organizational leadership needs.
- Develop leadership training programs.

**Innovation process**
- Develop leadership innovation strategies.
- Evaluate leadership impact on outcomes.

**Interpersonal skills**
- Establish and maintain effective leadership relationships.
- Mediate leadership conflicts and resolve disputes.

**Leadership**
- Demonstrate advanced leadership qualities.
- Influence organizational outcomes effectively.

**Advanced**
- Lead large-scale initiatives.
- Develop strategic plans.

**Developing**
- Apply advanced leadership principles.
- Foster high-performance teams.

**Competent**
- Display advanced leadership.
- Influence organizational culture.

**Not Present**
- Lacks advanced leadership skills.
- Requires continuous development.

**Preparation**
- Attend advanced leadership workshops.
- Read books on advanced leadership.

**Presentation**
- Design and deliver an advanced leadership presentation.
- Demonstrate advanced leadership in practice.

**Work effectively in a group**
- Lead complex group discussions.
- Encourage high-performance team dynamics.

**Utilize effective feedback**
- Seek feedback on advanced leadership style.
- Apply feedback to improve leadership effectiveness.

**Organizational effectiveness**
- Assess organizational leadership needs.
- Develop advanced leadership training programs.

**Innovation process**
- Develop advanced leadership innovation strategies.
- Evaluate leadership impact on organizational outcomes.

**Interpersonal skills**
- Establish and maintain effective advanced leadership relationships.
- Mediate advanced leadership conflicts and resolve disputes.

**Leadership**
- Demonstrate expert-level leadership qualities.
- Influence organizational outcomes significantly.

**Advanced**
- Lead international initiatives.
- Develop global strategies.

**Developing**
- Apply expert-level leadership principles.
- Foster global teams.

**Competent**
- Display expert-level leadership.
- Influence global organizational culture.

**Not Present**
- Lacks expert-level leadership skills.
- Requires extensive development.

**Preparation**
- Attend expert-level leadership workshops.
- Read books on expert-level leadership.

**Presentation**
- Design and deliver an expert-level leadership presentation.
- Demonstrate expert-level leadership in practice.

**Work effectively in a group**
- Lead international group discussions.
- Encourage high-performance global team dynamics.

**Utilize effective feedback**
- Seek feedback on expert-level leadership style.
- Apply feedback to improve leadership effectiveness.

**Organizational effectiveness**
- Assess organizational leadership needs.
- Develop expert-level leadership training programs.

**Innovation process**
- Develop expert-level leadership innovation strategies.
- Evaluate leadership impact on organizational outcomes.

**Interpersonal skills**
- Establish and maintain effective expert-level leadership relationships.
- Mediate expert-level leadership conflicts and resolve disputes.

**Leadership**
- Demonstrate master-level leadership qualities.
- Influence organizational outcomes profoundly.

**Advanced**
- Lead complex international initiatives.
- Develop global strategies.

**Developing**
- Apply master-level leadership principles.
- Foster global teams.

**Competent**
- Display master-level leadership.
- Influence global organizational culture.

**Not Present**
- Lacks master-level leadership skills.
- Requires significant development.

**Preparation**
- Attend master-level leadership workshops.
- Read books on master-level leadership.

**Presentation**
- Design and deliver a master-level leadership presentation.
- Demonstrate master-level leadership in practice.

**Work effectively in a group**
- Lead complex international group discussions.
- Encourage high-performance global team dynamics.

**Utilize effective feedback**
- Seek feedback on master-level leadership style.
- Apply feedback to improve leadership effectiveness.

**Organizational effectiveness**
- Assess organizational leadership needs.
- Develop master-level leadership training programs.

**Innovation process**
- Develop master-level leadership innovation strategies.
- Evaluate leadership impact on organizational outcomes.

**Interpersonal skills**
- Establish and maintain effective master-level leadership relationships.
- Mediate master-level leadership conflicts and resolve disputes.

**Leadership**
- Demonstrate expert-level leadership qualities.
- Influence organizational outcomes significantly.

**Advanced**
- Lead international initiatives.
- Develop global strategies.

**Developing**
- Apply expert-level leadership principles.
- Foster global teams.

**Competent**
- Display expert-level leadership.
- Influence global organizational culture.

**Not Present**
- Lacks expert-level leadership skills.
- Requires extensive development.

**Preparation**
- Attend expert-level leadership workshops.
- Read books on expert-level leadership.

**Presentation**
- Design and deliver an expert-level leadership presentation.
- Demonstrate expert-level leadership in practice.

**Work effectively in a group**
- Lead international group discussions.
- Encourage high-performance global team dynamics.

**Utilize effective feedback**
- Seek feedback on expert-level leadership style.
- Apply feedback to improve leadership effectiveness.

**Organizational effectiveness**
- Assess organizational leadership needs.
- Develop expert-level leadership training programs.

**Innovation process**
- Develop expert-level leadership innovation strategies.
- Evaluate leadership impact on organizational outcomes.

**Interpersonal skills**
- Establish and maintain effective expert-level leadership relationships.
- Mediate expert-level leadership conflicts and resolve disputes.

**Leadership**
- Demonstrate expert-level leadership qualities.
- Influence organizational outcomes significantly.
<table>
<thead>
<tr>
<th>Decimal Width Capability</th>
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<tbody>
<tr>
<td>Pupil to pupil interaction</td>
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<tr>
<td>Teacher to pupil interaction</td>
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<tr>
<td>Pupil to parent interaction</td>
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<tr>
<td>Pupil to community interaction</td>
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<td>Pupil to self</td>
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</tr>
</tbody>
</table>

**References:**

1. **Successful Teaching:** Focus on improving the effectiveness of teaching strategies.
2. **Student Participation:** Encourage active participation in classroom activities.
3. **Individualized Learning:** Tailor instruction to meet the needs of individual students.
4. **Collaborative Learning:** Foster a collaborative environment among students.
5. **Technology in Education:** Incorporate technology to enhance learning experiences.

**Conclusion:**

Effective teaching and learning environments are essential for educational success. By focusing on these aspects, educators can create a supportive and engaging learning atmosphere. **End of Document**
<table>
<thead>
<tr>
<th>Advanced</th>
<th>Developing</th>
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<tbody>
<tr>
<td>To make clear choices</td>
<td>To improve de-eroding brains and how</td>
<td>Recognize the importance of</td>
<td>Extends beyond the</td>
</tr>
<tr>
<td>Requires feedback, self-reflection, and</td>
<td>the potential of brain</td>
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<td>feedback, self-reflection, and</td>
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<tr>
<td>learning and adaptability</td>
<td>on different</td>
<td>learning and adaptability</td>
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</tr>
<tr>
<td>How a brain learns is different</td>
<td>needs a small number of</td>
<td>How a brain learns is different</td>
<td>needs a small number of</td>
</tr>
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<td>from how a computer learns</td>
<td>feedbacks to mimic the</td>
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<td>feedbacks to mimic the</td>
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<td>Requires the brain to</td>
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<td>Requires the brain to</td>
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</tr>
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<td>learn from practice and</td>
<td>to process</td>
<td>learn from practice and</td>
<td>process</td>
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<td>complex</td>
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<td>complex</td>
</tr>
<tr>
<td>experience</td>
<td>information</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>I Listen for Comprehension (Verbal)</th>
<th>I Listen for Comprehension (Visual)</th>
<th>I Listen for Comprehension (Cultural)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluates the effectiveness of feedback</td>
<td>Evaluates the effectiveness of feedback</td>
<td>Evaluates the effectiveness of feedback</td>
</tr>
<tr>
<td>Listens for comprehension of feedback</td>
<td>Listens for comprehension of feedback</td>
<td>Listens for comprehension of feedback</td>
</tr>
<tr>
<td>Identifies the speaker’s key points and</td>
<td>Identifies the speaker’s key points and</td>
<td>Identifies the speaker’s key points and</td>
</tr>
<tr>
<td>comprehends the speaker’s key points</td>
<td>comprehends the speaker’s key points</td>
<td>comprehends the speaker’s key points</td>
</tr>
<tr>
<td>Simplifies the speaker’s message</td>
<td>Simplifies the speaker’s message</td>
<td>Simplifies the speaker’s message</td>
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<tr>
<td>Recognizes the speaker’s expression</td>
<td>Recognizes the speaker’s expression</td>
<td>Recognizes the speaker’s expression</td>
</tr>
<tr>
<td>Empathizes with the speaker</td>
<td>Empathizes with the speaker</td>
<td>Empathizes with the speaker</td>
</tr>
<tr>
<td>Acknowledges the speaker’s emotions</td>
<td>Acknowledges the speaker’s emotions</td>
<td>Acknowledges the speaker’s emotions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedbacks are clear, concise, and relevant</td>
<td>Feedbacks are vague, unclear, or irrelevant</td>
</tr>
<tr>
<td>Listens actively and shows engagement</td>
<td>Listens passively and shows disinterest</td>
</tr>
<tr>
<td>Responds thoughtfully to feedback</td>
<td>Responds impulsively and rashly</td>
</tr>
<tr>
<td>Identifies areas for improvement</td>
<td>Avoids acknowledging areas for improvement</td>
</tr>
<tr>
<td>Uses feedback to guide future actions</td>
<td>Does not use feedback to guide future actions</td>
</tr>
<tr>
<td>Considers feedback in decision-making</td>
<td>Ignores feedback in decision-making</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Manage Partnerships</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes that mutual understanding requires</td>
<td></td>
</tr>
<tr>
<td>cooperation and respect</td>
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<tr>
<td>Listens actively to</td>
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<tr>
<td>partner’s ideas and</td>
<td></td>
</tr>
<tr>
<td>perspectives</td>
<td></td>
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<tr>
<td>Engages in constructive dialogue</td>
<td></td>
</tr>
<tr>
<td>Seeks common ground</td>
<td></td>
</tr>
<tr>
<td>Respects partner’s</td>
<td></td>
</tr>
<tr>
<td>autonomy and rights</td>
<td></td>
</tr>
<tr>
<td>Provides support</td>
<td></td>
</tr>
<tr>
<td>and encouragement</td>
<td></td>
</tr>
</tbody>
</table>
Speech Evaluation Form

Evaluator: ___________________

Grade: ___________________

Name: ___________________ Speech/Round: ___________ Date: _____ Time: _____

I. Topic Selection/Invention
   A. Appropriate for Audience: ______
   B. Appropriate for Occasion/Purpose: ______

II. Introduction
   A. Attention Getting Device: ______
   B. Established Common Ground: ______
   C. Thesis Stated Clearly (write here): ______________________
   D. Preview of Main Points: ______

III. Body
   A. Organizational Pattern: ______
   B. Main Points: ______

   1. ___________________________ Support ______ Documentation ______ Common-ground ______ Transitions/Connectives ______
   2. ___________________________ ______ ______ ______ ______
   3. ___________________________ ______ ______ ______ ______
   4. ___________________________ ______ ______ ______ ______

IV. Conclusion
   A. Summary: ______
   B. Restatement of Thesis: ______
   C. Closure: ______

V. Delivery
   A. Nonverbal Aspects:
   B. Verbal Aspects:

Comments (continue on back):
Every student MUST complete this form for EVERY speech

<table>
<thead>
<tr>
<th>Name</th>
<th>Speaker</th>
<th>Speech/Round:</th>
<th>Info</th>
<th>Date:</th>
<th>Time: of the speech</th>
</tr>
</thead>
</table>

### I. Topic Selection/Invention
- **A. Appropriate for Audience:**
  - Evidence of Audience Analysis
- **B. Appropriate for Occasion/Purpose:**
  - Does it meet the "goal"/assignment?

### II. Introduction
- **A. Attention Getting Device:**
  - B+ : Rating of effectiveness
- **B. Established Common Ground:**
  - C: Rating of effectiveness
- **C. Thesis Stated Clearly (write here):**
  - WORD FOR WORD!!!
- **D. Preview of Main Points:**
  - PARALLEL LANGUAGE & SIGNPOSTING?

### III. Body
- **A. Organizational Pattern:**
  - Identify the types of support used: keep in mind every main point should have multiple supports and every speech must use at least one example, one statistic, and one testimonial.
- **B. Main Points:**
  - Support Document- Common- Transitions/ Connectives
    - Key Word
      - Ex, IlStat
      - Time, NYT
      - A
      - A
    - Key Word
      - Test, IlEx
      - PI, ARC
      - 0
      - C
    - Key Word
      - III Ex, II Stat
      - C
      - B

### IV. Conclusion
- **A. Summary:**
- **B. Restatement of Thesis:**
- **C. Closure:**

### V. Delivery
- **A. Nonverbal Aspects:**
- **B. Verbal Aspects:**

**Comments (continue on back):**

- Make at least 2 comments about what worked
- **AND**
- 2 Comments about the things you think need improvement

**Grade:** [Return grade you would give]

Part of developing your analytical skills is giving other speakers a grade: Be honest!

- Was the topic challenging to both the speaker and listener? Unique? Novel? New? Old topics are just that, OLD.

- Filling in blanks with grades allows the speaker to know how much room for improvement they have.

- Identify the actual publisher (abbreviate): PI=personal interview, NYT=New York Times, ARC=American Red Cross, etc…

- Every main point should aim to connect with the audience in some way.

- Summaries should also include parallel language and numeric signposting.
Topic Selection
BRAINSTORMING!

Topics: List AT LEAST 5 items under each category that you know something about, are interested in learning about, or are willing to research.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>PLACES</th>
<th>CAREER/MAJOR</th>
<th>HOBBIES</th>
<th>DESCRIPTION OF A PROCESS</th>
<th>PROBLEMS</th>
</tr>
</thead>
<tbody>
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</table>

Subtopics: Try to narrow your general topics above, to a more usable or more specific topic area. If your topics above are already narrowed, you may be able to develop ideas for main points. Take one item from above, write it on the line under the general category and compose sub lists of 2-4 more focused or related items.

<table>
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</tbody>
</table>
Title:

Your name:

Outlining Template: Use this to start your outlining process. Simply fill in the blanks as you find information or brainstorm the next stage.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Purpose:</td>
</tr>
</tbody>
</table>

| Specific Purpose: |

| Thesis (central idea): |

<table>
<thead>
<tr>
<th>INTRODUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Attention Getting Device:</td>
</tr>
</tbody>
</table>

| II. Common Ground: |

| III. Thesis: |

| IV. Preview: |

Transition (if more than the preview is needed):
<table>
<thead>
<tr>
<th>Main Point</th>
<th>Support Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your idea, declarative, complete sentence.</td>
<td>Vary your support types, think about ample development, be thorough, record sources now to make it easier later!</td>
</tr>
</tbody>
</table>

Transition:

*(Sum up what you've just finished, signpost, and foreshadow next idea)*
<table>
<thead>
<tr>
<th>Main Point</th>
<th>II.</th>
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</thead>
<tbody>
<tr>
<td>Support Material</td>
<td>Transition:</td>
</tr>
<tr>
<td>Main Point</td>
<td>III.</td>
</tr>
<tr>
<td>-----------</td>
<td>-----</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support Material</th>
<th>Transition:</th>
</tr>
</thead>
</table>

*Copy this page if you have a fourth point.*
CONCLUSION

I. Summary of main points;

*Don’t forget numeric signposting!*

II. Restate thesis:

III. Clincher:

DOCUMENTATION
Student Sample Outline: Persuasive

General Purpose: To persuade
Specific Purpose: To persuade my audience that the U.S. Federal government must pass an amendment to reform the Electoral College.
Thesis: The U.S. Federal government must pass an amendment to reform the Electoral College.

Introduction
I. In the presidential elections of 2000, Al Gore won the Popular vote with 539,893 more votes than George Bush, who won the electoral vote. The Supreme Court declared Bush winner after more than a month.
II. Some of you voted during the last elections, and all of you will have that responsibility in 2016.
III. The U.S. Federal government must pass an amendment to reform the electoral college.
IV. First, I will explain the problems the Electoral College causes for presidential elections and second, I will explain the different alternatives to the Electoral College.

(Transition: First, let’s start with the origin and the problems the Electoral College causes.)

Body
I. The Electoral College causes problems for presidential elections.
   A. The Electoral College is undemocratic.
      1. American people don’t vote directly for their president, but rather, for electors. (5) (5) (4)
      2. The Electoral College was created for reasons that are now outdated.
         a. The Electoral College was created on September 6, 1787. (3)
         b. It was a compromise between the election of the president by the houses or by the people.
         c. They refused popular vote for reasons that are now outdated.
      3. The issue of the electoral vote is not proportional to the popular vote.
   B. All Americans are harmed by the failures of the Electoral College.
      1. Every year, about 97 million people vote for the presidential elections. (1)
      2. The vote of only 1 million people really decides the winner of the election.
         a. In the swing states, at least 48% can be expected for each candidate. (1)
         b. The 4% of voters that will decide the party of the electors of the states represent about 1 million people. (1)
         c. The electors in these states will determine the winner of the election.
   C. Many Americans are being harmed because their vote does not matter.
      1. Only the vote of 1 million people really matters.
      2. The Electoral College results in some states having more importance than others. (3) (3)

(Transition: Now, that we understand the problem that the Electoral College causes, let’s examine workable solution to it.)

II. The U.S. Federal government must reform the Electoral College to a popular vote system.
   A. An amendment is required to change the electoral system.
      1. By amending the constitution, the presidential election would not be using the Electoral College system but the popular vote.
2. “An amendment may be proposed either by the Congress with a two-thirds majority vote in both the House of Representatives and the Senate or by a constitutional convention called for by two-thirds of the State legislatures.” (6)
3. Once proposed by either the Congress or a constitutional convention, two-thirds of the votes are required to amend the constitution.

B. The popular vote is the best alternative to the Electoral College.
   1. The popular vote is used in France, Germany, Italy and many other democratic countries in the world.
   2. There will be no more possible difference between popular vote and result of the elections.
      a. Every vote will count for the election of the president.
      b. The result will be representative of what the majority of Americans want.

C. The popular vote is the best election mode for all the American citizens.
   1. People are in favor of the popular vote.
      a. More than 60% of the citizens are in favor of the popular vote (7)
      b. For the political parties, 73% of the democrat, 66% of the independents and 46% of the republicans want a reform. (2)
   2. It is in the best interest of everyone, especially for people who vote differently than the majority in their state.
   3. The participation rates to the elections will increase because the people will feel that their vote, wherever they live, makes a difference.

Conclusion
I. Today we discovered first, that the Electoral College causes problem for presidential elections and second, that the popular vote is the best alternative to the Electoral College.
II. The U.S. Federal government must pass an amendment to reform the Electoral College.
III. You will be actors of the next elections; if you were a Republican living in California or a Democrat living in Texas, you would want your vote to count and this will only be possible with a popular vote.
Works Cited


Informative Outline

Hydroponics

General Purpose: To inform
Specific Purpose: To inform my audience about hydroponics
Thesis: Hydroponics is an exciting new way to produce much healthier, longer lasting crops than the usual farming method.

Introduction:

I. From bananas to ferns and lettuce to African Violets, is it really possible for these plants to be grown without the use of soil?
II. It is important to learn about this new way of growing because pasturelands are reducing in size due to population growth; therefore, raising the price of many produce items.
III. Hydroponics is an exciting new way to produce much healthier, longer lasting crops than the typical farming method.
IV. Hydroponics is a great way to first, reduce the use of pesticides, second, produce year-round crops, and finally, grow healthier, longer living plants.

(Transition: So let’s begin by looking at the benefits of chemical and pesticide reduction.)

Body:

I. The hydroponic method uses no chemicals or pesticides.
    A. There is no need for pesticides because there is no soil for weeds to grow and insects to live. (2) (4)
    B. Without the use of pesticides and chemicals, plants won’t become infected with the dangerous toxins and bacteria. (1) (2) (4)

(Transition: Now that we understand that there is no need for pesticides when using hydroponics, we can now discuss how hydroponics can be used year-round)

II. Hydroponics allows gardeners to grow all year-round.
    A. Hydroponics involves plants growing in water, therefore we can grow plants indoors in any season. (3)
    B. Because the plants roots grow in water and not soil, we don’t have to worry about insects invading our homes and gardens. (1) (2) (4)

(Transition: Now that we know more about year-round planting, we can look at my final point of healthier, longer living crops.)
III. Through hydroponics, crops grow taller, healthier, and faster.
   A. Hydroponic plants have stronger immune systems because they don’t search the soil for nutrients. (1) (5)
   B. Hydroponic set-ups are made to water and fertilize the plants on schedule so they don’t over nutrient or flood. (1)
   C. Spacing is also different in hydroponic gardens. (5) [Link to III]

Conclusion:

I. Hydroponics is a great way to first reduce the use of pesticides, second, produce year-round crops, and finally, grow healthier, longer living plants.
II. Hydroponics is an exciting new way to produce much healthier, longer lasting crops than the usual farming method.
III. Thanks to hydroponics, we now are able to see a world where plants can grow without the use of soil.

Works Cited


Assessing Internet Source Credibility

**ASSESSING INTERNET SOURCES**
Listening and Language
Activity

Ask for two volunteers—one will draw and the second will describe the picture provided.

Ask the person drawing to turn their back on the class (or leave the room). Show the class the picture (see attached pictures). The volunteer describing the picture should be instructed that they can watch as the person drawing creates the picture, but they cannot use “proper” names. For example, if it’s a picture of a cat, they cannot say cat, but must describe the elements of the picture. During the first round, the person drawing may ask questions, ask for clarification, and question the person describing the picture. The person drawing should at no time see the picture.

This process will be repeated two more times, but with different volunteers. During the second drawing, the person drawing may not ask questions of the person describing the second picture. During the third time, they may not ask questions AND the person drawing cannot watch what is being drawn.

After the activity is completed, audience members should note areas of difficulty, recurring problems, what lead to problems, and the significance that these errors in listening may have on communication.