

Name: _____

**Introduction to Public Speaking-CIS Communications
Course Packet 2016-2017**

Comm 1101

Includes instructions:

- **Written Responses**
- **Mini-Speeches**
- **Formal Speeches**

(Assignments are subject to change based on needs of the class)

Written Responses:

Self-Assessment Details: 1 – 1.5 pages in length, typed, MLA Format, numbered responses, specific examples

Response #1- Introduction to the class

1. What insights did you gain from the readings? (Chapters 1) What connections did you make? Why do you think these ideas are important in this class?
2. Analyze your results from the Anxiety test. What do you notice so far about your results? What did you notice about the class results? How will this knowledge help you in this class?
3. How did your first mini-speech go? What skills did you focus on? How successful were you? What do you think you need to work on for next time?

Response #2- Check in after Mini #2

At this point in class you have presented two mini-speeches. I would like you to analysis where you are in your speaking and anxiety. Please answer the following questions in a 2 page response.

1. How did the 2nd speech go? What went well? What could have gone better?
2. What did you take from Mini Speech #1 to improve Mini Speech #2? What did you do differently to prepare? How did you prepare?
3. After watching your video, what will you do differently next time? What did you do well?
4. What was your anxiety level at the beginning of the trimester? Where is it now? Do you think your anxiety has gone up or down? What are we doing in class that may be helping your hindering your reduction in anxiety?

Response #3: At My Best Speech Reflection

Directions: Please write a 1 ½-2 page response about the following questions. Begin by looking at the requirements of the speech and the rubric; answer the questions based on these ideas as well as your own observations based on the video of your speech.

1. What worked well in your speech? Content (what you said) and Delivery (how you said it- think specifically about your voice because this was your focus for this speech)?
2. What could have worked better in your speech? Content and Delivery? What tips/techniques did you use to prepare? What information from the textbook (Include the page number) was most helpful?
3. What changes do you plan to make in your next speech? How do you plan to prepare for these changes?
4. What things did you do before the speech that seemed to help you prepare? What did we do in class that helped you prepare for the speech?
5. What grade do you feel you deserve on this speech? Why? Please support your answer.

Response #4: Mini #3

Directions: Please write a 1 ½-2 page response about the following questions. Begin by looking at the requirements of the speech and the rubric; answer the questions based on these ideas as well as your own observations based on the video of your speech.

1. What worked well in your delivery?
2. What do you need to work on for delivery?
3. What specific changes do you plan to make for your next speech? How do you plan to prepare for these changes?
4. What did you learn about delivery by watching your classmates?
5. Which speech from your class stands out to you? Why does it stand out? How can you use this information to help you with your next speech?

Response #5: Informative Speeches

Directions: Please write a 1 ½-2 page response about the following questions. Begin by looking at the requirements of the speech and the rubric; answer the questions based on these ideas as well as your own observations based on the video of your speech.

1. What worked well in your speech? Consider both content and delivery.
Content: *organization, introduction, body, conclusion, citations, information provided*
Delivery: *planned pauses, purposeful movement, vocalized pauses, volume, rate, pitch, inflection, variety of voice, etc.*
2. What could have worked better in your speech? Discuss both content and delivery.
3. What specific changes do you plan to make for your next speech? How will these changes benefit your final formal speech?
4. What did you do to prepare for this speech? What did we do in class that helped you prepare for the speech?
5. What grade do you feel you deserve on this speech? Why? Please support your answer with specifics from your speech.
6. What is one thing you learned from being an audience member for the informative speeches? How can you use this information to improve your own speeches? Be specific with your answer.

Mini- Speech #1: Glorified Show and Tell

A Speech of Self-Introduction Based on a Personal Object

Learning Goals:

- First opportunity to present in front of the class
- Reveal a little bit about yourself
- Practice using eye contact

Time Limit: 1-2 minutes

Directions:

The speech should be delivered extemporaneously from brief notes that occupy no more than one side of a single 4 x 6 index card. (You are not to read the speech; instead use as much eye contact as possible).

In preparation for this speech, please select an object that represents a significant aspect of your background, personality, values, ambitions, etc. Using the chosen object as a point of departure, develop a speech that explains how it relates to your life. For example, a person interested in pursuing journalism as major might select a newspaper as a way to explain his or her professional goals. An avid tennis player might settle on a tennis racket to illustrate her passion about the sport. A person whom enjoys the outdoors may bring his or her hiking boots to show a love for nature. Of course you may be more abstract and bring an object in that represents your personality or your philosophical ideas.

Please bring your object to class on the day of your presentation. If this is not possible because the object is too large, too rare, or too valuable, you should bring in a model, drawing, or photograph of the object (large enough for use all to see). The purpose of this speech is not to explain the object in detail, but to use it as a vehicle for you to introduce yourself to the class.

Requirements:

- Use one object that represents you as a person
- Tell us about who you are
- Stay within the time limit

Grading:

I will only be giving two grades-- an A for fulfilling the requirements or a C if not all of the requirements are fulfilled. The only way to fail a mini speech is to not do it. Please prepare in advance!

Mini- Speech #2: This is my new buddy!

A Introduction Speech about a Classmate

Learning Goals:

- Represent you partner in a positive way
- Practice using strong eye contact
- Present a clear, organized speech within the time limit

Time Limit: 1.5-2 minutes

Directions:

The speech should be delivered extemporaneously from brief notes that occupy no more than one side of a single 4 x 6 index card. Again you are not reading you are speaking to your audience.

In preparation for the speech, you will be paired off and have an opportunity to interview one another in class. The interviews will be approximately 15 to 20 minutes in length. However, if you don't feel like you are able to get enough information you are welcome to contact one another outside of class.

In your speech you will provide basic information such as the name of the person they are introducing personal interests, hobbies, aspirations, and the like. But the speech need not be a routine recitation of biographical data. Be creative in your interview questions and in your speeches. It will not be interesting to your audience if you are just listing information. (Also push yourselves to provide different pieces of information from the last mini-speech if possible.)

Requirements:

- Provide a positive perspective about your partner
- Organize your ideas in advance and practice
- Stay within the time limit
- Preparation & Speaking outline

Grading:

I will only be giving two grades an A for fulfilling the requirements or a C if not all of the requirements are fulfilled. The only way to fail a mini speech is to not do it. Please prepare in advance!

Mini- Speech #3: That is sooo annoying!

Learning Goals:

- Create a clear and organized speech within the time limit
- Show delivery skills (inflection, volume, gestures, facial expressions, rate, pauses, etc)
- Opportunity for students to practice providing feedback in the evaluation process.

Time Limit: 1.5-2 minutes

Directions: The speech should be delivered extemporaneously from brief notes that occupy no more than one side of a single 3x5 index card. Again, you are not reading; you are speaking to your audience. Identify in your speech something that really bothers or angers you and speak about why you are so bothered by that issue. Describe several examples in order to prove your frustration.

Your mini-speech should be organized in a way that makes sense to your audience including an introduction, body including examples and conclusion.

Consider your audience before doing this speech; perhaps you would like to avoid offending them 😊

Requirements:

- Organized ideas
- Delivery Skills – inflection, volume, facials, gestures, etc.
- Appropriate for your audience
- Stay within the time limit
- Preparation and Speaking Outline

Grading: You will be evaluated in your small group by your peers. Please be prepared in advance. You will be given a participation grade for this speech.

Mini Speech #4: Children's Book Reading

Learning Goals:

- Eye contact
- Show delivery skills (inflection, volume, gestures, facial expressions, rate, pauses, etc)

Time Limit: 1-5 minutes

Directions: This speech will be a retelling of a children's book. The book must fit within the 3-4 minute speaking time and you need to practice your delivery. Your focus will be using your voice and hand gestures to enhance the message of your speech.

You will read your book to the class and be evaluated on delivery alone.

Requirements:

- Children's book

Grading: You will be evaluated in your small group by your peers. Please be prepared in advance. You will be given a participation grade for this speech.

“At My Best” Speech (First Formal Speech)

60 Points

Instructions:

This speech is used as a forum to provide your first formal informative speech to your fellow classmates. The goal is to tell the class something about you as a person. The focus of your speech should be to tell a story about a time when you were at your best—when you overcame a difficult challenge, when you rose to the occasion, or when you did something of which you are proud.

The range of possible topics is broad, and I encourage you to think about a creative and interesting approach to your story. Please make sure that your topic is one that you are actually comfortable talking about in front of the entire class. Although a very personal moment may actually be the time when you were at your absolute best, some things may be too personal or too difficult to share.

The best way to prepare for this speech: create a rough outline of the story. Figure out an introduction, the main points of your story, and the conclusion. Then, tell your story to at least two other people. Practice in front of your bathroom mirror, say it in the shower, tell your dog/mom/partner/roommate. The only way anyone can ever truly improve their public speaking abilities is to practice. Be sure to time yourself so that you have a realistic idea of how long your speech will be.

Requirements:

- 3-5 minutes long
- Include “And this was the time when I was at my best”

What I am looking for:

- Adherence to the assignment instructions
- Appropriate topic choice
- Presentation falls within the time restrictions
- Clear evidence of preparation
- Clear structure (intro, main points, conclusion)
- Strong eye contact
- Vocal variety and enthusiasm
- Details and storytelling

Informative Speech

110 Points

Objectives:

- The informative speech is a presentation where your main goal is to inform your audience about a particular topic. The purpose of your speech should be to present to the audience information that they likely do not already possess, and that they are interested in obtaining. Remember to present new information in a way that is both relevant and important to the audience. Furthermore, be careful to avoid developing a persuasive angle; make sure that the topic, thesis, structure and tone of your entire presentation are strictly informational.
- Students will choose either a current event or relevant idea/topic to research and create a speech.
- Topic must be relevant, interesting and audience appropriate

Requirements:

- 5-7 minute required speech
- Minimum of 6 sources used (primary & secondary)
- Minimum of 3 cited sources within your speech; only one from an internet source

Topic Ideas:

- School, Community, State or National news
- Current political topics
- New advances in technology, medicine, education, etc.
- Interesting and relatively unknown topic

Misc:

- Only one person per topic; choose wisely and quickly, and have a backup plan!
- You MUST cite your information and use well established sources for your research. You will be graded on the quality of information.
- Use the U of M database for reliable sources, Elm4you.com

Grading:

- Rubric for content and delivery
- 110 Points Total

Persuasive Speech

150 points

Due Dates: See calendar

Topic: I must approve all speech topics. The topic for this speech should be one that is contentious; there should be at least a handful of people in the room that have a different opinion than yours. Also, your topic should stem from a legitimate problem, i.e. your topic cannot be a “why” topic—“why golf is the best sport”, etc. This does not mean that your topic has to be a “dying babies, end of the world” subject—lighter or humorous topics are just fine, **but** the topic must stem from a problem that has an identifiable cause and significant effects, and you must be able to provide reasonable solutions to solve the problem. You also need to be able to support your arguments with academic research.

Purpose: This speech builds on the informative speech. Through careful research and organization, you must persuade your audience about an important issue by presenting to the class an innovative argument. I am interested in the way you are able to use evocative language and careful arguments to elicit a response from your audience. Your goal should be to convince the audience to **act** on the issue or **consider** your point of view.

Thesis: Your thesis should contain an imperative, an urgent statement that contains words like “should” or “must”, i.e. “Each member of my audience should . . .” “I will prove...” “I will convince you...”

Delivery: Must be extemporaneous. The speech should be carefully practiced, prepared, and delivered.

Citations: You must verbally cite **five sources** within the body of your speech. **Only one** of these source citations can be internet sources.

Visual Aids: Required visual aid for this speech. You may not use the whiteboard while speaking, and you may not pass out any pamphlets, pictures, or other materials to the audience until you are finished speaking. You are welcome to use Google Slides—however, they must function as visual aids (ie no portion of your outline should be on a slide). You must send me your Google Presentation at least 24 hours before class.

Time Limit: This speech should be 6-8 minutes long.

Speech: 125 Points

Annotated Bibliography: 25 Points