

Speech 151 Handout Packet Table of Contents

There are a total of 24 pages counting this table of contents. If your handouts should print out irregular or with unidentifiable characters please contact me as soon as possible.

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You will also want to read your syllabus carefully before you sign the above agreement.	
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Handout Packet for Personal and Public Speech 151

Student Agreement

After printing, copying, and/or downloading the handout packet and reading the course syllabus materials that you received in class, please fill out and sign both copies of the following student agreement. Keep the top copy for yourself, and turn in the bottom copy to me as soon as possible. My Receipt of your signed copy of the agreement will let me know that you have printed this handout packet and you have all of the handouts for Speech 151. Upon receipt of the agreement I will also know you have read and understood the course materials, requirements, and policies for Speech 151.

Student Agreement (Student's Copy)

I, _____, have carefully read the course syllabus and successfully printed, copied, and/or downloaded the Handout Packet for Speech 151. I understand the course requirements and policies and I agree to abide by them as a student enrolled in Speech 151 that meets _____ & _____ at _____, Section Color _____
(Monday or Tuesday) (Wednesday or Thursday) (Time)
during the _____ Semester _____.
(Fall/Spring) (Year)

In addition to having read the Syllabus, Handout Packet, and all other materials for class: I will turn my assignments in on time. I will come to class prepared and ready to participate. I will help create an optimal learning environment for the class and for myself. I will be a Team player.

Signed _____

Date _____

Student Agreement (Ron St. John's Copy)

I, _____, have carefully read the course syllabus and successfully printed, copied, and/or downloaded the Handout Packet for Speech 151. I understand the course requirements and policies and I agree to abide by them as a student enrolled in Speech 151 that meets _____ & _____ at _____, Section Color _____
(Monday or Tuesday) (Wednesday or Thursday) (Time)
during the _____ Semester _____.
(Fall/Spring) (Year)

In addition to having read the Syllabus, Handout Packet, and all other materials for class: I will turn my assignments in on time. I will come to class prepared and ready to participate. I will help create an optimal learning environment for the class and for myself. I will be a Team player.

Signed _____

Date _____

After your introduction speech a videotape of your speech will be available at the Library. **You will need a library card to view the videotape.** Take these five questions with you when you watch the video tape of your Introduction Speech. Write your responses down when you are viewing the video then email your responses to me –**Please do not try to turn this list of questions into me with hand written responses—ONLY typed, emailed evaluations will be accepted.** Make sure that you include only the question number with the responses to the question in your email. To receive credit for your evaluation **you must include in the subject of the email**-in the following order-**your class color code** (ex. 151-Blue), the nature of your email **and your Name**. For example if you are in SP 151-Blue section, you are sending your intro eval, and your name is Sabrina Dias then the subject of your email will include the following information in this exact order: 151-Blue, **intro eval, Sabrina Dias.**

1. Describe your voice, gestures, and bodily action (posture, use of space, etc...). What message(s) did they seem to communicate?
2. Did your use of voice, gestures, and bodily action enhance (or detract) from the message of your speech? What will you do to reinforce or change your use of your voice, gestures, and bodily action to enhance the message of your speaking opportunities?
3. Did you seem to establish a dialogue with your audience? Why or Why not? Did you appear sincerely interested and enthusiastic in the topic (your classmate) and in your talking with your audience? Why or Why not? **Give examples to support your answers.**
4. Describe, **in detail**, what you have learned from this speaking opportunity, **and how you will use this information in future speaking opportunities.**
5. Describe, **in detail**, the areas you will improve your public speaking, **AND EXACTLY HOW YOU WILL IMPROVE -- INCLUDE THE SPECIFIC STEPS YOU WILL TAKE TO IMPROVE** your public speaking skills. **Include a variety of steps you will take to improve in each area (To just “practice” is not a specific step – exactly how will you practice?).** Make a detailed plan for improvement.

These speeches are both **2 Minutes Exactly**, and the days you will present them are on your schedule.

The “Bad Speech:”

The “Bad Speech” will be a speech based on many areas in which you want to improve as a speaker. This is the comically bad speech. You will exaggerate all of the areas in which you want to improve. If you use verbal pauses (uh’s & Um’s) then use these to an extreme. If your heart races then try to make it race even more—put it through the roof. If your face turns red when you are speaking then make it turn beat red. If you talk too fast when you present then talk even faster. If you have trouble maintaining eye contact then force yourself to not look up the entire speech. If you tremble during your speech then try to tremble for the entire speech. Use self deprecating humor here if you want (you don’t have to). Create a speech that is so horrible it is funny. Don’t make up things that you don’t do--Use your “trouble areas” that you want to improve.

This is not an impromptu speech. This speech will take some preparation. I will look for creativeness, and your ability to deliver your message to your audience no matter how “bad” it may be. The key is to have fun.

Paradoxical Intention:

Someone who is frightened of speaking in public may develop symptoms of anxiety such as blushing and perspiration increases—then you become embarrassed by your red, wet skin; obsessive thoughts increase when you try to suppress them; fears get worse if you desperately avoid the scary situation; stuttering increases when you become self-conscious about the speech problem; you make more mistakes when you worry about making them. Paradoxical Intention contends that the harder you try to suppress the symptoms of anxiety the more stressful the situation becomes. Therefore, Paradoxical intention is used to help individuals not avoid displaying their symptoms, but rather try to produce them, even exaggerate them. They find, paradoxically, that the harder they try to produce the symptoms of anxiety the less they succeed in demonstrating them. The self detachment found in humor is the dynamic that can break the vicious cycle of fear and symptom. For this reason, paradoxical intention sessions are conducted in a light hearted manner. So have fun and make fun of yourself.

You will first isolate any symptoms that you fear and work at appropriate self talk. Instead of conventional positive self-talk, which would be along the lines of “I’m going to stay calm -- take deep breaths – I can do it – I’m doing well,” you will motivate yourself along the lines of: “I’m going to feel really nervous – I can make my heart pound faster if I try – I can make my palms sweat more if I try – I want to feel really terrified.”

Have fun with this speech. When we make fun of some of our fears it allows us to realize how irrational some of them are. I am not suggesting for a moment that speaking in front of a group is not an anxiety producing situation—it can be—I don’t deny this for a minute, however, I know that we create many of our fears and by laughing at them and forcing ourselves to try and experience the symptoms of our fears we can begin to deal with the fear and most importantly the symptoms.

The Vision Speech is a speech of your future:

You will present a speech that is a vision of the person and the speaker you want to become—only you will speak as if you already are that person and that speaker. You will tell us how charismatic, powerful, sincere, and interesting you are as a person/speaker. In addition to telling us about the person you have become you can tell us of your most recent speaking engagements. You can tell us about the Audiences’ responses at these unbelievable speaking engagements. Make these the most perfect speaking situations you can think of. Tell us of your next speaking engagement. There is no limit here.

This is not an impromptu speech. This speech will take some preparation. I will look for creativeness, and your ability to deliver your message to your audience. The key is to have fun and **create a vision** of the person and the speaker that you will become—don’t limit yourself. If you want to be a teacher...be a teacher. If you want to be a Doctor...be a doctor.

The Vision:

Create a vision of the person that you want to be then live into that picture as if it is already true. Make up untruths about yourself that make you sound like the greatest teacher or doctor or whatever of all time. Without a picture of your highest self you can’t live into that self. So, don’t limit yourself—you can create the vision of the speaker that you want to become and you can live into that vision. Be specific, use your imagination, be creative, be confident, be your future and **HAVE FUN!!**

THE "BAD" SPEECH SELF-EVALUATION

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Speaker's Name: _____ TIME: _____ TOTAL POINTS _____

(10pts)

Bad, Needs Work = 1 point

Fair, Average = .5 point

Great, Excellent = .25 point.

Comment on all evaluation criteria. You will grade your own speech from the video. So please include comments that will help you improve. You are grading your own work, however, you need to include comments in order to get credit for the speech. Put your total score in the upper right corner.

I. Introduction

_____ A. Attention Getter or Not

_____ B. Purpose Statement or Not

_____ C. Preview—maybe

TRANSITION:

II. Body

_____ A. Areas of Improvement easily identifiable

_____ B. Content was appropriate or inappropriate for delivery

_____ C. Organization or disorganization

TRANSITION:

III. Conclusion

_____ A. Summary or not

_____ B. Memorable Close or less than memorable

IV. DELIVERY:

_____ A. Connection with Audience or Not

1. Eye Contact or lack of

2. Rapport w/ Audience or alienation of audience

_____ B. Nonverbal Communication

1. Purposeful Movement or uncontrollable movement

2. Effective Gestures or flailing distracting arms

3. Vocalics—monotonous voice

How did you make it difficult for your audience to listen to you? Comment on aspects of your delivery. Give examples.

COMMENTS:

Speaker's Name: _____ TIME: _____ TOTAL POINTS _____

(20 points)

Excellent = 2 point

Fair, Average = 1 point

Needs Work = .5 point.

You will grade your own speech from the video. Comment on all evaluation criteria, and include comments that will help you improve.

I. Introduction

_____ A. Attention Getter

_____ B. Preview

TRANSITION:

II. Body

_____ A. Content is consistent with delivery style

_____ B. Creatively allowed us to envision you as The Greatest Speaker

TRANSITION:

III. Conclusion

_____ A. Summary

_____ B. Memorable Close

DELIVERY:

_____ Eye Contact / Use of outline or manuscript

_____ Purposeful Movement / Effective Gestures

_____ Vocalics—Use of voice

_____ Rapport w/ Audience – natural connection

VIDEO SELF-EVALUATION: "VISION SPEECH"- 10 Points

This evaluation sheet is to be used for notes while viewing your speech. You will type the responses to each of the following questions. Be detailed, concise, and specific in your self-evaluations. You will also include specific, concise, and comprehensive suggestions for improvement in your next speech. You will develop a specific plan of action and steps that you will take to improve. Then you will turn in your typed responses from this video self-evaluation with this sheet and your graded Vision **Speech Evaluation**. You will grade this speech after you watch it on video. Make sure you add up your points for the upper right corner.

1. Describe your voice, gestures, and bodily action. What message(s) did they seem to communicate?
2. Did your use of voice, gestures, and bodily action enhance the message of your speech? What will you do to reinforce or change your use of your voice, gestures, and bodily action to enhance and further reinforce the message of your next public speaking opportunity?
3. Did you seem to establish a dialogue with your audience? Why or Why not? Give examples to support your answers.
4. Describe, in detail, what you have learned from this speaking opportunity, and how you will use this information in future opportunities.
5. Describe, in detail, what specific areas you will improve by your next speech and exactly what steps you will take to improve for your next speech and begin your journey to becoming the speaker you spoke like or about. Once you have created a vision—a plan of action will allow you to walk into that vision. Build the Plan and the improvement will come. Include every step you can think of to improve by your next speech.

INFORMATIVE SPEECH OBJECTIVES

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Speech Length: 7-9 minutes -- To be video taped

Objectives:

1. Develop an Informative speech topic.
2. Develop and Apply effective research and organizational skills in preparing a speech.
3. Analyze your Audience and adapt your message to your audience
4. Develop and Effectively use a Visual Aid to assist you in clarifying and supporting your ideas.
5. Practice delivery and presentation skills.
6. Inform, and teach your audience while creating understanding in your audience.

This speech is an informative presentation. Your goal is to inform and teach your audience about your topic. Focus on one type of informative speech: **OBJECTS, EVENTS, CONCEPTS, OR A PROCESS**. First and foremost -- **select a topic that is interesting to you**. It helps if you are knowledgeable on your topic, however, you can become knowledgeable on any topic through research. You want to also choose a topic that will be intellectually stimulating to your audience. **Always Consider your audience--every step of the way**. Use the Audience Centered Approach to public speaking. All Topics **MUST BE CLEARED WITH YOUR INSTRUCTOR AS SOON AS POSSIBLE!** I want to know ASAP what your topic is so that I can help you prepare. The sooner I know what your topic is the sooner I can help you. A good place to start is on the *Public Speakers' Web Site* on the *Speech Preparation Page*.

Gathering Information:

Hopefully, you will be knowledgeable on your topic already. However, part of your assignment is to find additional sources. You are "required" to have at least 4 sources. You are not an additional source. An interview (using your interview skills and a schedule) will be one source. You are required to interview an outside source for your speech. There are many other sources available in the Library--The Reference Librarians are waiting to help you find them. Include the sources that you will cite in your speech in your reference section. Please use complete citations. APA or MLA format is required for your citations. If you aren't familiar with these style of citations you can ask your local Librarian for clarification or you can find some examples on "The Public Speakers' Web Site."

Audience Analysis:

You will also gather information about your audience based on your topic. You will do this by putting together a questionnaire for each member of your audience. Chapter five in our Text will help in this area -- there is a good example of the types of topic specific questions you could ask on your own questionnaire. You will include in your questionnaire some demographic questions along with your topic specific questions. You will also include an opening and closing (very brief) on your questionnaire. For Example:

Opening: "My informative speech topic is _____. Please respond to the following questions so that I can better adapt my speech to you and our class. Please turn this questionnaire back to [your name]."

Closing: "Thank you for your time. Your responses will be very helpful in the preparation of my speech."

You can find more information on analyzing your audience on page 12 of this packet, and an example of an Audience Analysis Questionnaire on the *Analyzing Your Audience* web page on *The Public Speakers'* web site:

http://www.hawaii.edu/mauispeech/html/analyzing_your_audience.html

Organizing and Outlining your Information:

You will outline the information that you want to present to your audience into an informative speaking preparation outline. This is a detailed preparation outline that we will discuss in class. Also available to you will be several outlining handouts including a sample outline, outlining guidelines, using connectives, a fill in the blank outline guide with all the labels and elements, and a checklist to help you prepare and organize your informative speech. **The final draft of the Informative Preparation outline is due on the due date in your schedule.** I strongly encourage you to start work on this process as soon as possible. I also encourage you to come by my office with a draft of your outline one month before the final is due so that I can give you feedback on your outline.

From your Preparation Outline you will develop a Speaking Outline. Your speaking outline is a "bare-bones" version of your preparation outline. You use the identical visual framework and same elements (Roman numerals, upper-case letters, Arabic numerals, and lower-case letters). You will not have as much detailed information on the speaking outline. You will use phrases, fragments and in some cases just one word. By the time you are ready to present your speech you will know your information so well that the speaking outline is just a guide to keep you on track. You will include visual cues in the speaking outline and the font will be at least 20 point. You will use ample space and create an easy to use speaking outline. This is the outline you will use to present from on speech day.

Visual Aids:

You will use a visual aid to assist you in clarifying and supporting your ideas during your presentation. A visual aid is used to clarify, support, and explain visually. It should not be the focal point of the presentation. Come up with the speech then think about the visual aid. We will talk about visual aids. There are many types of visuals to choose from: slides, graphs, charts, pictures (large enough), flip-charts, models, diagrams, PowerPoint, overheads, etc.... **DO NOT USE THE CHALKBOARD.**

Ten Tips for the use of visual aids (more information is available on the *Public Speakers' Page*:

1. Prepare visual aids in advance.
2. Use Dark ink, Broad tip pens, Large lettering.
3. Display where **ALL** can see.
4. Don't pass visuals among audience during speech
5. Explain visual aids clearly and concisely.
6. Make sure the visual aids are large enough.
7. Avoid distracting colors or pastel colors.
8. Keep them simple and clear Not cluttered.
9. Talk to the audience, not to the visual aid.
10. Practice several times aloud with your visual aid(s).

Informative Speech Materials to be turned in for points:

Audience analysis questionnaire is due _____ including one questionnaire for each classmate.

Final draft of preparation outline is due _____.

Speaking outline is due _____.

3 to 5 Peer evaluations will be done in class and given to the speaker. You must be present to evaluate your peers.

Self evaluation is due ASAP or no later than the scheduled due date after your speech. If you present your speech on the last day of speeches the self evaluations are due the following class day. **Late evaluations will not be accepted.**

Evaluations:

You will evaluate other speakers to help them improve, and to improve your own skills. Evaluation is an important part of this class. It is just as important to be in class when others are presenting as when you are presenting your speech. If you miss any day of presentations (yours or others) you will be penalized two fold -- you will lose points for the missed peer evaluation and points for attending presentations as class participation. **Please do not miss scheduled presentation days.**

You will also do a self evaluation of your own informative speech after viewing your videotape of your speech. This is your final opportunity in this class to write a clear, concise, comprehensive evaluation of your speech –make it count. The self evaluation of your videotaped informative speech is worth 40 points. It is a final summation of how you will take what you have learned from this class and apply it to your future personal and public speaking situations. Be very detailed in your typed responses to the following questions. I will **ONLY ACCEPT** a typed or emailed evaluation that is thorough, detailed, descriptive, comprehensive, clear, and concise and includes steps that you will take to improve for future speaking situations, and what you have learned in this class and how you have improved throughout the semester. Make sure that you include the question number with your response to the question on your typed/emailed evaluation.

1. **Identify and describe in detail at least four areas that you have improved in your informative speech from your other speaking opportunities (you have all improved in many more than four areas – identify at least four).**
2. **Describe how you have improved throughout the semester in this class, and if your improvement has helped you in other areas of life.**
3. **Describe, in detail, the areas you will improve your public speaking, AND EXACTLY HOW YOU WILL IMPROVE -- INCLUDE THE SPECIFIC STEPS YOU WILL TAKE TO IMPROVE your public speaking skills. Include a variety of steps you will take to improve in each area (To just “practice” is not a specific step – exactly how will you practice when faced with a speaking opportunity in the future? What steps will you take to prepare?).**
4. **Finally, I would like to know what you feel was the most valuable or helpful thing(s) and/or skill(s) that you learned from this class that will help you in future speaking situations or other areas of your life.**

Your Informative self-evaluations are due **NO LATER** than one class meeting after you present your informative speech. I will accept Email evaluations, however, you need to put your Name, Day and time of our class, and that it is an info self eval in the subject of the email (e.g., **Info Self Eval, Your Name, MW 10:30am**). I will only accept an email with these items in this order in the subject. I would prefer the evaluations on email and I will offer **5 Extra Points** if you include in your email a detailed response to the following question – **Extra Credit Question Via Email Only:**

Knowing what you know now what advice would you offer another student that will be taking this same course next semester?

Once you have selected your speech topic it is imperative that you analyze your audience. One easy way to do this in our class is to ask your audience specific questions about your topic so that you can get a better idea of your audience's interests of, knowledge on, and attitudes toward your topic. To do this you will put together an **Audience Analysis Questionnaire** for your speech. Include all three types of the following questions.

1. Fixed Alternative Questions - include the alternatives. The yes and no are the alternatives and could be anything.

Have you ever studied weather in high school or college? **YES** **NO**

2. Scale Questions - include the scale.

How often do you watch the weather report on the nightly news?

**Once
a week**

**3times
a week**

**5 or more
times a week**

3. Open Ended Questions - provide the space needed for responses.

Briefly describe the most memorable weather event that you have ever experienced.

Please include a few demographic questions that pertain to your topic (Examples -- Gender, Age, House Hold Income, Major, Employment, Cultural Background/Ethnicity, etc....), and at least six topic specific questions. You will also include an opening and closing (very brief) on your questionnaire. For Example:

Opening: "My informative speech topic is _____. Please respond to the following questions so that I can better adapt my speech to you and our class. Please turn this questionnaire back to [your name]."

Closing: "Thank you for your time. Your responses will be very helpful in the preparation of my speech."

You can find more information on analyzing your audience, and an example of an Audience Analysis Questionnaire on the *Analyzing Your Audience* web page on *The Public Speakers'* web site:

http://www.hawaii.edu/mauispeech/html/analyzing_your_audience.html

Please take the time to use space and justification effectively and allow room for response to the questions. You can reduce the overall size and put the questionnaire two up on a landscape page to conserve paper and copying. You will include demographic questions and an opening & closing. Bring with you a questionnaire for each person in class.

ADAPTING TOPICS AND MESSAGES TO AUDIENCES: A PROCESS OF IDENTIFICATION:

Once your audience analysis questionnaires have been returned to you can begin to adapt your message to your audience. One of the most useful strategies for adapting your topic and message to your audience is to use the process of identification. What do you and your audience have in common? And conversely, how are you different? What ideas or examples in your speech can your audience identify with. It is essential to select a topic that you know well, that you feel comfortable with, or that you have a strong interest in. Once that step is completed, you need to consider the audience as you develop and shape your topic. It is essential to present your message (speech) from the audience's point of view. For example, a nursing major in a public speaking class wanted to give a demonstration speech on the proper way to insert an IV (intravenous needle). Since her audience was a more general audience (a mixture of majors) rather than a specialized audience (nursing students), they had little potential use for the information presented from the point of view of the "nurse." So the student used her expertise and knowledge to shift the point of view to the audience. She changed her message from how to insert an IV to how to relax while *receiving* an IV; therefore, she made the same message more useful to her audience. Her intention was to help them feel less fearful or apprehensive about an IV.

Consider the following questions while adapting your topics and messages to a particular audience:

What do you and your audience have in common?

How are you different from your audience?

What ideas or examples in your speech might your audience identify with?

What does your audience know about your topic?

What might they want or need to know more about?

How can your audience use the information you are presenting?

What is your audience's interest in or attitude toward your topic?

How specifically will you adapt your topic/message to your audience?

What strategies or examples will you use to adapt your topic/message to your audience?

How will you address or compensate for your audience's interest and/or attitude toward your topic?

INSTRUCTIONS

First, Read about each of the types of connectives listed below, **then** Place connectives in the appropriate places in your outlines.

Connectives are words or phrases that join the thoughts of a speech together and indicate the relationship between them. Connectives are essential to help the audience focus on main ideas without having them guess which ideas the speaker thinks are important. The audience is able to tune into what points the speaker has talked about and what point the speaker is presently talking about. When a speaker uses connectives properly the speech will flow smoothly and make complex ideas understandable. Each speech should contain the following four connectives: transitions, internal previews, internal summaries, and signposts.

TRANSITIONS:

Transitions are used to indicate movement from a completed thought to a new thought. Transitions indicate what idea is being left and what idea is coming up. The following examples indicate the use of this connective.

In addition to being a problem nationwide, suicide is ***also*** a problem on our campus.

So much for the problem; ***what about*** the solution?

Now that you have seen what a serious problem illiteracy is, ***you may be asking yourself***—“How can I help?”

Since we know a little more about what memory is, ***let us turn to*** the relationship between the human brain and the process of memory.

INTERNAL PREVIEWS:

Internal previews direct the audience to what areas will be covered next. Internal previews generally appear once the speaker has finished a transition and after a new main point. The speaker simply previews the subpoints which make up the point being addressed. The following examples show how internal previews key the audience into the areas to be discussed.

We can help solve the problem by ***knowing how to identify the symptoms*** and ***knowing whom to contact for help***.

Puzzles can be used for entertainment, as an indication of intelligence, and to help us develop better problem-solving techniques.

INTERNAL SUMMARIES:

Internal summaries are the flip side of internal previews. Rather than indicating what subpoints are to follow in the speech, internal summaries remind the listeners what subpoints have been discussed. Internal summaries are excellent ways to reinforce and clarify ideas which are essential for the audience to remember. The following are examples of internal summaries.

Therefore, anyone can help solve the problem by ***knowing how to identify the symptoms***, and ***knowing whom to contact about helping them***.

I hope I've made it clear that needed information is slipping right by us because ***the news doesn't arouse our attention, it comes at us in unorganized segments, and the bits and pieces don't allow the development of a schemata.***

SIGNPOSTS:

Signposts are short statements which tell the audience where the speaker is in the speech. Often times signposts are numbers of words which suggest that what the speaker is about to say is important. The following are examples of signposts.

Let's ***first*** take a look at the nature of the problem.

The ***third*** warning sign is giving away one's possessions.

And ***first***, the ***most important thing*** to remember is child custody battle injure the children.

To begin with, we must examine the engine of the car.

COMBINATION OF CONNECTIVES:

Connectives, when combined effectively, allow a speech to flow smoothly through each idea. The following is an example:

(**Internal Summary:** I hope I have made it clear that ***Kahiko*** is used as a system of passing on history and knowledge about the Gods, Goddesses, Kings and Queens. ***Kahiko*** can be easily identified by unsmiling faces, and stiff motions of the dancers.)

(**Transition:** Since we now know a little about ancient hula, let us turn to the modern hula.)

II. (Main Point 2) The second major form of hula in Hawaii is the modern hula or 'Auana.

(**Internal Preview:** 'Auana is used for entertainment, it narrates love stories, and is distinguishable from *kahiko*.)

SPEECH PREPARATION CHECKLIST

Before you turn your Speech Preparation Outline in please go over each item in this check list and make sure that you can say yes to each and every item on this list in regard to your topic, and your preparation outline. **I will not accept outlines that are not in agreement with the items included on this list.**

TOPIC SELECTION:

- _____1. Have you selected a topic which your content is informative (not persuasive)?
- _____2. Have you selected a topic in which you are interested?
- _____3. Have you selected a topic that will be unique to the majority of your audience?
- _____4. Have you narrowed the topic to fit the time requirements?
- _____5. Have you considered the significance and relevance of your topic to your audience?

PURPOSE:

- _____1. Have you narrowed your purpose to the specific understanding you want your audience to acquire by the end of your speech?
- _____2. Make sure the specific purpose is concrete and clear—avoid figurative language and avoid being vague and too general.
- _____3. Does your specific purpose state what you wish to accomplish (e.g., To inform my audience about the two major forms of hula.)?
- _____4. Is your specific purpose one distinct thought or idea?

THESIS STATEMENT/CENTRAL IDEA:

- _____1. Is your thesis statement (central idea) one complete sentence?
- _____2. Is the wording of your thesis a clear and concise sentence summarizing your main points?
Note: Your Thesis forecasts exactly what is going to be discussed.

PREPARATION OUTLINE CHECKLIST

ORGANIZATION:

- _____1. Have you determined the best pattern of organization for the topic and purpose?
- _____2. Is your thesis statement (central ideal) consistent with your preview, main points and summary? **Note:** It is extremely important to maintain this internal consistency.
- _____3. Have you highlighted your main points by forecasting and summarizing them, by including transitions, and by repeating the main points in your connectives?
- _____4. Have you limited your main points and illustrative materials to improve clarity and avoid information overkill? **Note:** Using three Main Points is usually best.
- _____5. Have you used the standard outlining format (visual framework)? **Note:** Refer to **Organizing The Outline, and Sample Hula Outline** handouts.
- _____6. Have you incorporated connectives (transitions, signposts, internal previews and internal summaries) within the outline? **Note:** Refer to **Connectives** handout.
- _____7. Have you labeled all elements of the outline (e.g., Introduction, Body, Conclusion, Attention Getter, Relevancy Statement, Credibility, Reveal Topic, Preview, Summary, Memorable Close, Main Points, Sub-points, Internal Previews & Summaries, Transitions)?

INTRODUCTION:

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- _____1. Do you have a clear and effective attention getter?
- _____2. Have you included a relevancy statement in your introduction creating relevancy between your topic and your audience?
- _____3. Does your introduction have a short and concise credibility statement establishing your credibility to your audience?
- _____4. Have you included a statement that reveals your topic to your audience?
- _____5. Have you provided a clear preview of your main points using similar phrasing to your main points in the body of your speech?

BODY:

- _____1. Are your main points complete sentences that define your thesis statement?
- _____2. Are your main points clear, concise, and simple to understand?
- _____3. Have you expressed your main points in parallel structure when possible?
- _____4. Are all of your main points, ideas, and claims completely supported?

CONCLUSION:

- _____1. Does your conclusion summarize the main points concisely and completely?
- _____2. Is your final statement strong and memorable?

CONTENT:

- _____1. Have you included ways to arouse audience interest in the information you present?
- _____2. Have you selected information that will meet audience needs, reduce complexity and increase understanding?
- _____3. Have you used personal experience, stories, analogies, and comparisons to increase audience interest in your information?
- _____4. Does your content meet the time requirements (too much or too little information)?

LANGUAGE:

- _____1. Have you employed your language skills in defining, describing and explaining?
- _____2. Have you defined your ideas through comparisons, contrasts, synonyms, antonyms or operational definitions?
- _____3. Have you used specific, concrete detail, vivid, and abstract language where it is appropriate?
- _____4. Have you attempted to be as descriptive as possible by using precise, accurate and detailed descriptors?

REFERENCES:

- _____1. Have you **ONLY Cited Sources** in your reference section that you will **VERBALLY** cite in your speech?
- _____2. Have you completely cited all of your sources using MLA or APA format?

Organizing the Preparation Outline

I. Start with Main Points

- A. Look at the research and try to find a way to organize your main points (chronological, spatial, topical, problem-solution, cause-effect).
- B. You should have at least two and no more than four main points.
- C. Try to keep the wording as similar as possible in all the main points, and state them in full sentences (not in fragments). Also, devote an appropriate amount of time to each one.

II. Next, Make Components of the Main Points with Subpoints

- A. Look at the research that fits under each main point and come up with key ideas that belong to these main points. These will be your sub points. You need at least two sub points for each main point.
- B. Subpoints can be in complete sentences or fragments.

III. Support Your Subpoints with Sub-Subpoints (your facts and examples)

- A. You must have at least four sources, that will be cited on your Reference section at the end of your outline. These sources will help provide you with your sub-subpoints.
- B. Make sure in the body of your speech you tell us where your information came from, and/or who said it, in other words, CITE YOUR SOURCES IN YOUR SPEECH.
- C. Sources could be books, book chapters, magazine/newspaper articles, interviews with expert or knowledgeable individuals, www sites, or any other viable Internet sources or electronic media.
- D. Examples you use for supporting your main points--can be personal experiences.

IV. Use Connectives Throughout Your Speech (refer to the connectives handout)

- A. Know what transitions, internal previews, internal summaries, and signposts are, and when to use them (see your Connectives Handout on the reverse side)!
- B. Label and include all connectives in your preparation outline.

SPECIFIC GUIDELINES FOR AN INFORMATIVE SPEECH PREPARATION OUTLINE:

MAKE CERTAIN THAT YOU LABEL EVERYTHING! (All labels are in parentheses--include all labels)

Title/Topic

Specific Purpose: This is what your main points must support or prove. Tell me in one sentence what the purpose of your speech is.

Central Idea/Thesis Statement: Summarize your speech/outline in one sentence. Should clearly sum up all of your main points.

INTRODUCTION

- I. (Attention Getter) This could be a story or anything you know will GRAB your audience's attention.
- II. (Credibility Statement) Answer the question "Why should we listen to YOU?" Give some type of factual information or some reference that will show that you know what you are talking about. This could be the fact that you had a class on the topic, or that you have done a lot of research, or that you have first hand experience with your topic, or you are an expert, etc.
- III. (Relevancy Statement) Tell your audience how your topic is relevant to them.
- IV. (Preview) Briefly reveal your topic and state what your main points will be. Be sure to use connectives (see your Connectives Handout)!!

TRANSITION: Transitions are used to go smoothly from one part/point of the speech to another. (Include in your transitional statement the exact wording you will use in your speech)

BODY

- I. (MAIN POINT 1) Main point one goes here-it MUST be one complete sentence.

INTERNAL PREVIEW: of Subpoints (A, B, AND C) Go HERE (Include the exact wording of your internal preview)

- A. (SUB-POINT 1) You should have at least two subpoints under each main point. This could be one complete sentence. You cannot have an A without a B.
 1. (SUB-SUBPOINT) This is where the specific examples from your research are included to support your main points. You can use quotes, examples, stories. Be sure to cite all sources. If you have a '1.' you must have a '2.'
 - a. (Sub-sub-subpoint) Further examples and information to support your subpoint.
 - b. If you have an 'a.' you need a 'b.'
2. SUB-SUBPOINT More of the above.
- B. (SUB-POINT 2)
 1. SUB-SUBPOINT
 2. SUB-SUBPOINT
- C. (SUB-POINT 3 - optional)
 1. SUB-SUBPOINT
 2. SUB-SUBPOINT

INTERNAL SUMMARY OF SUBPOINTS A, B, AND C GOES HERE (Include the exact wording of your internal summary)

TRANSITION: A transition is used to go smoothly from the 1st Main Point to the 2nd Main Point. (Include the exact wording of your transition)

- II. Your second MAIN POINT goes here. Follow the same format that you used for the first main point.

- III. Your third MAIN POINT goes here. (The total number of main points is optional, however, three main points seems to be the number easiest to manage as a speaker, and the easiest to remember for your audience.)

TRANSITION: A Transition is used to transition smoothly from the body of your speech into the conclusion. (Include in your transitional statement your exact wording)

CONCLUSION

- I. (Summary Statement) Summarize your main points. Be specific and concise.
- II. (Memorable Closing Statement) Leave your audience with something to think about. A memorable close that refers back to the attention getter creates psychological unity for your audience.

REFERENCES

Your sources. Include in your outline complete citations (using APA or MLA format) of the sources you used. Include interviews and EVERY SOURCE of information you used to prepare your speech That you WILL Cite in your speech. You can find information and examples on the Public Speakers' Page that will help you cite your sources. **Refer to the additional outlining handouts for further helpful information and samples.**

The Following student's outline is a sample outline that you may use as a guide as you prepare your informative speech preparation outline. You will want to include all the labels that you see in this outline. The following is the exact format and Visual Framework I would like you to use for your Informative Preparation Outline, however, yours will be full size.

Specific Purpose: I will inform my audience about what a good story includes.

Central Idea: A good story includes well-developed characters engaged in realistic dialogue, an interesting plot, and a vivid setting.

INTRODUCTION

- I. **(Attention Getter)** Tom Sawyer by Mark Twain.....The Grapes of Wrath, John Steinbeck.....Harry Potter by J. K. Rowling..... Three incredible storytellers who have provided hours of exciting drama for readers throughout the world. Have you read books like these, where the action taking place in the story is so gripping that it is on your mind even when you're not reading? Has that preoccupation sometimes seemed more appealing than your own reality?
- II. **(Reveal Topic)** Today I'm going to share with you some basic guidelines that these three authors have used in creating their masterpieces. I'm going to explain to you how to go about writing a good story.
- III. **(Credibility Statement)** In addition to completing many writing-intensive classes here at MCC, I've also written several short stories and some poetry. I won the League for Innovation Literary Competition the past two years--once for short story and once for poetry.
- IV. **(Relevancy Statement)** Because each of you is going to have the opportunity to complete at least one writing-intensive class as a prerequisite to graduation, the information that I'm about to share with you should prove very helpful. In fact, if you follow this formula, I can guarantee you an A!
- V. **(Preview)** A good story includes well-developed characters engaged in realistic dialogue, an interesting plot, and a vivid setting.

(TRANSITION: Let's start with what is widely regarded as the most important components of a good story: the characters and the way that they speak.)

BODY

- I. **(MP 1)** A good story includes well-developed characters engaged in realistic dialogue.

(INTERNAL PREVIEW) Three vital steps toward developing your characters are: get to know them intimately, give them a relevant past, and provide them with realistic dialogue.

- A. **(SUB-POINT 1)** Get to know your characters intimately.
 - 1. **(SSP 1) Figure them out.** In her national bestseller, *bird by bird*, author Anne Lamott tells us that, as a writer, "you need to find out as much as possible about the interior life of the people you are working with."
 - a. **(SSSP 1)** You must determine what kind of a person each individual character is.
 - i. **(SSSSP)** What motivates them?
 - ii. **(SSSSP)** What do they care about?

- b. **(SSSP 2)** Make your characters multifaceted. 12
 - i. **(SSSSP)** Remember that *no one* is "all good"
 - ii. **(SSSSP)** Or "all bad."

- 2. **(SSP 2) Reveal the characters.** Also in *bird by bird*, Lamott writes that "Everyone is walking around as an advertisement for who he or she is--so who is this person? Show us."
 - a. **(SSSP 1)** The reader wants to emotionally connect with the characters.
 - i. **(SSSSP)** Let the reader inside the characters' heads.
 - ii. **(SSSSP)** Show what makes them angry or sad; what would they teach their children?
 - b. **(SSSP 2)** Give detail about the characters' physical appearance.
 - i. **(SSSSP)** What do they look like?
 - ii. **(SSSSP)** How do they hold themselves (are they slouched like an old hat or erect like a five-star general)?
 - iii. **(SSSSP)** How do they move?

B. (SUBPOINT 2) Give your characters a relevant past.

- 1. **(SSP 1)** Characters who have survived or are surviving a great deal are the most likable, so place hard times in their lives.
- 2. **(SSP 2)** Make it plain how their past has shaped them into the person that they are now, and make their behavior support this individuality.

C. (SUBPOINT 3) Provide your characters with realistic dialogue.

- 1. **(SSP 1)** One line of dialogue that rings true reveals character in a way that pages of description can't.
- 2. **(SSP 2)** Robert Houston, reviewer for *The Nation* wrote, "...Nearly 200 years ago, Wordsworth and Coleridge [two literary giants] started a revolution when they proclaimed their aim to write in '**the language really used by men.**' Neither of them quite achieved that..."
- 3. **(SSP 3)** Make each character sound real and unique.
 - a. **(SSSP 1)** Allow the reader to identify the character by *what* he or she says.
 - b. **(SSSP 2)** Allow the reader to identify the character by the *way* in which he or she says it.

(INTERNAL SUMMARY) Once we are thoroughly acquainted with our characters, have given them a past that provides explanation for who they are, and have placed true-to-life words in their mouths, we have a wonderful foundation for our story.

(TRANSITION) Next we'll see how to place the characters into an intense situation--providing the drama that the reader craves.

II. (MP 2) A good story includes an interesting plot.

(INTERNAL PREVIEW) Two central themes to keep in mind when writing plot are: plot naturally emerges out of character, and plot must provide gripping drama.

A. (SUB-POINT 1) Plot naturally emerges out of character.

1. (SSP 1) If you focus on who your characters are and let there be something at stake, you've got plot.
2. (SSP 2) Plot is what people will up and do in spite of everything that tells them that they shouldn't...let the chips fall where they may.

B. (SUB-POINT 2) Plot must provide gripping drama.

1. (SSP 1) The plot must give your readers the feeling that they simply *have* to find out what happens next.
 - a. (SSSP 1) In order to create this sense of urgency, drama is the key, and it must come fast and furious.
 - b. (SSSP 2) The basic formula for drama is: setup, buildup, and payoff (just like a joke).
2. (SSP 2) Famed author John Gardner, in writing about plot, said that the writer is creating a dream into which he or she invites the reader, and **that the dream must be vivid and continuous**.
 - a. (SSSP 1) Just like a real dream, the plot must flow smoothly, yet be compelling.
 - b. (SSSP 2) There should be no jarring "wake-up" moment when the reader says, "Huh? What happened? That makes no sense!"

(INTERNAL SUMMARY) Therefore, with the story's focus firmly upon the characters, plot naturally emerges, and that plot must provide constant drama.

(TRANSITION) So...here we are: we have well-developed characters, speaking realistic dialogue, involved in the high drama of an interesting plot. Now all our story needs is one final ingredient.

III. (MP III) A good story includes a vivid setting.

(INTERNAL PREVIEW) Two basic rules of thumb when choosing and writing your setting are to give descriptive detail and to make the setting fit the character.

A. (SUB-POINT 1) Give descriptive detail in writing your setting.

1. (SSP 1) When commenting upon the art of effectively describing a setting, Michele Driscoll, MCC professor of English and teacher of Creative Writing, said, "**There is no such thing as a tree.**"
 - a. (SSSP 1) There's a massive South Carolina live oak, the Spanish moss dripping from its heavy limbs like the drooping, lacy cuff of a lady's blouse.
 - b. (SSSP 2) There's a northern Minnesota jack pine, tall and straight, its bark covered with sticky sap and its pine needles razor-sharp to the touch.

2. (SSP 2) The spot where the action will be taking place--what is its feel, its temperature, its color...can anything be heard or smelled there? 13

B. (SUB-POINT 2) Make the setting fit the character.

1. (SSP 1) Just as everyone is a walking advertisement for who he or she is, so every room is a little showcase of its occupants' values and personalities.
 - a. (SSSP 1) Make the individual character's own space fit his or her personality.
 - i. (SSSSP) If the character is a neat nut, his or her home will not likely look like a tornado just hit.
 - ii. (SSSSP) If the character is a lazy oaf, he or she will not live in a perfectly organized environment.
 - b. (SSSP 2) Make the character's private space fit his or her interests.
 - i. (SSSSP) If you're describing a cop, there will likely be a handgun, handcuffs, and a badge on the table and maybe a uniform in the closet.
 - ii. (SSSSP) If your character is a priest, it would make sense to have a Bible on the nightstand.
2. (SSP 2) If the space you're describing is a communal area (police station, hospital, park, department store, etc.), first visit a similar place and then describe it accurately.

(INTERNAL SUMMARY) You can see that by giving descriptive detail in writing your setting, and making the setting fit the character, the readers will feel like they are actually *there*, present in that space.

(TRANSITION) We've now broken down the process of writing a good story into a step-by-step procedure that should be easy for any writer to follow.

CONCLUSION

- I. (Summary Statement) A good story includes three important elements. First, it must have well-developed characters engaged in realistic dialogue. As we've seen, it's vital that the reader be able to both relate to the characters and believe their words. Next, the story must offer us an interesting plot. Using the basic formula of setup, buildup, and payoff, the drama must be absolutely spellbinding. Finally, it's key that the story's setting be vivid. The reader needs to feel as if he or she is actually *there*, witnessing the action.
- II. (Memorable Closing Statement) There will never be another Mark Twain, John Steinbeck or J. K. Rowling; however, each of us *can* know what it means to write well. We can experience the thrill of connecting with an audience...of touching our readers' hearts...and of creating in them a greater understanding of the human condition. We can be heard telling the truth.

REFERENCES

- Driscoll, Michele. Assistant Professor of English, Maui Community College. Comments from in-class lecture, Creative Writing, English 104W1, Spring, 2000.
- Gardner, John. Excerpt from bird by bird by Anne Lamott. New York: Random House, 1994.
- Houston, Robert. *The Nation*. Excerpt from review of What We Talk About When We Talk About Love by Raymond Carver. New York: Random House, 1989.
- Lamott, Anne. bird by bird. New York: Random House, 1994.

Central Idea: _____

INTRODUCTION

I. (Attention Getter) _____

II. (Reveal your topic) _____

III. (Establish Credibility) _____

IV. (Relevancy Statement) _____

V. (Preview of Main Points) _____

(TRANSITION: _____)

BODY

I. (First Main Point –A Complete sentence) _____

(Internal Preview of SPs) _____

A. (Subpoint-supports the main point) _____

1. (S-SP) _____

a. (SSSP) _____

b. (SSSP) _____

2. (S-SP) _____

3. (S-SP) _____

B. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

C. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

(Internal Summary of SPs) _____

(TRANSITION: _____)

II. (Second Main Point—A Complete sentence) _____

(Internal Preview of SPs) _____

A. (Subpoint) _____

1. (S-SP) _____

a. (SSSP) _____

b. (SSSP) _____

2. (S-SP) _____

B. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

C. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

(Internal Summary of SPs) _____

(TRANSITION: _____)

(Internal Preview of SPs) _____

A. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

B. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

C. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

(Internal Summary of SPs) _____

(TRANSITION: _____)

CONCLUSION

I. (Summary of Main points) _____

II. (Memorable Close/Clincher--Tie this back to Intro) _____

References

Use **Complete Citations** to cite sources. Please use APA or MLA format. You can find Style Manuals online and in the Library. Only cite sources in you reference section that you will verbally cite and/or call reference to during your speech. If you have any questions about how to cite electronic sources you can also find information for how to cite electronic sources online or at the Library. Be specific and complete with all citations. Interviews and surveys can be difficult to cite. Include person's name and title for an interview or number of people (50 students) for a survey, also include when, and where the interview /survey was conducted.

2 Minute Commemorative Speech – Objectives & Instructions

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Objectives:

1. Create a speech that is short, eloquent, and commemoratively inspiring to all.
2. Commemorate or pay tribute to a person, group, institution, thing, idea or event.
3. Organize your thoughts and ideas so as to inspire your audience.
4. Use the richness and beauty of the English language to commemorate and inspire.
5. Learn to make a connection with your audience when delivering a speech.

The Speech:

Commemorative speeches are addresses of praise, tribute or celebration given with passion and sincerity. Commemorative speeches pay tribute to a person, group, institution, thing, event or an idea. Eulogies, Fourth of July speeches, testimonial addresses, and dedications are examples of commemorative speeches. The fundamental purpose of a commemorative speech is to inspire the audience-to heighten their admiration for the person, group, institution, event, thing/monument or idea being praised. Although it usually presents information about its subject, a commemorative speech is different from an informative speech. The aim of an informative speech is to communicate information clearly and accurately. The aim of a commemorative speech is to express feelings, arouse sentiments, and inspire. It is **NOT** just a list of a persons achievements, accomplishments and/or background; it is much more.

Commemorative speeches depend above all on the creative and subtle use of language. Some of the most memorable speeches in history are commemorative addresses that we continue to find meaningful because of their eloquent expression. Two aspects of language use are especially important for commemorative speeches. The first is avoiding cliches and trite sentiments. The second is utilizing stylistic devices such as those discussed in class to enhance the imagery, rhythm, and creativity of the speech. (eg. - antithesis, “If you fail to prepare–You prepare to fail.”).

Use the following tips of special occasion/commemorative speaking to help you prepare, organize, and deliver your commemorative speech. If you would like a more complete description and outline of each of the following tips please refer to the Public Speakers’ Pages–“The Speeches Page” then “Commemorative Speaking” at:

http://www.hawaii.edu/mauispeech/html/commemorative_speech.html

1. Create a ceremonial speech that is short and eloquent.
2. Adapt your speech to the occasion and the person, place, or event you are celebrating.
3. Consider the emotional needs of your audience and attempt to fulfill these needs with your speech.
4. Focus more on conveying your emotions, respect, and sincerity than providing a great deal of information about the honoree.
5. Unify your audience around emotions and sentiments you commonly share for the commemorated.
6. Make specific references to the particular characteristics and contributions of the honoree.
7. Balance your adulation of the honoree’s professional accomplishments with praise for her/his achievements.
8. Do not understate or exaggerate your emotions or praise for the honoree–**BE SINCERE.**

The Delivery:

You will present this commemoration without notes, manuscript or outline. This is a speaking activity designed to give you the opportunity to prepare what you want to say in advance and simply talk to us with no script -- sincerely and passionately about someone or something that you care about. The amount of preparation is up to you. This is not a biography of someone -- this is a 2-minute tribute. Your goals are to enjoy speaking with us, and make a connection with us when delivering your commemoration.

The Evaluation:

You will go to the Library and view your commemorative speech on the “**Introduction/Commemorative Speeches Tape**”. You will watch your speech and you will focus on **Three Strengths, Three Areas that you will improve, and Six Steps that you WILL take prior to your informative speech to incorporate your strengths, and improve in the areas that you want to improve.** Be detailed, descriptive, and specific in your evaluation. You must include the six specific steps that you will take to improve for your informative speech. You are designing your plan for improvement--be comprehensive, and all-inclusive. Write your responses down when you are viewing the video then turn in--or email--your responses to me **by the due date. ONLY TYPED or EMAILED evaluations will be accepted.** Make sure your responses include the 3 areas (Strengths, Areas you will improve, and Steps you will take to Improve). If you email your evaluation **You Must include in the subject of the email--in the following order Commemorative eval, your class (SP151), your class day (MW or TR) your class time, your Name.** For example if you are in SP 151 on Mon. & Wed. at 3:00pm the subject of your email will include, in this exact order, the following information: “**Commemorative Eval 151 MW3:00 Your Name**”

Presentation Time: 12-15 Minutes

Objectives:

1. Study, organize, and disseminate information to your peers
2. Develop and improve communication skills
3. Practice Team Presentation Skills
4. Teach class members, and involve them in active learning
5. Give class members a comprehensive review of material from text
6. Have Fun

You will gather material from the assigned chapter(s), organize, synthesize, and summarize the information into a clear, concise, coherent presentation lasting no longer than 15 minutes. Each group member will contribute equally in the preparation and presentation of the material (if there are 5 people in your group then each person will have approximately three minutes to present information and/or conduct activities). Take the time to prepare and outline your information. Each presenter will have a speaking outline for his or her portion of the presentation.

Your goal is to teach the class about your chapter and actively involve the class in a learning opportunity. It is imperative that you involve your audience in the learning process. You can do this by asking questions, and you may include a discussion and/or activity into your presentation. Be creative, have fun, and demonstrate your sincere desire to communicate with your audience!!! There is extra credit available if you incorporate a PowerPoint presentation into your Team presentation. Be creative with a PowerPoint presentation. Ask me about the specifics.

Team Members and Contact Numbers:

1. _____	Phone: _____
2. _____	Phone: _____
3. _____	Phone: _____
4. _____	Phone: _____
5. _____	Phone: _____
6. _____	Phone: _____

1st Chapter to present= _____ Day of presentation _____

NOTES:

2nd Chapter to present= _____ Day of presentation _____

NOTES:

3rd Chapter to present= _____ Day of presentation _____

NOTES:

Objectives:

1. Develop, practice, and improve your group communication skills.
2. Apply effective research and organizational skills in preparing information.
3. Create understanding in your target audience.
4. Develop an effective means of disseminating your information to your audience.
5. Learn how to successfully implement your solutions
6. Motivate your audience to take action in response to your message.

Purpose:

The general purpose is to convince or move your audience to action, you must select a topic/issue and develop a specific purpose that your group feels strongly about – one that you feel passionate about. You cannot convince others if you are passive or apathetic toward a topic, issue, subject or purpose. You can convince others if you are committed and passionate about your topic. You can bring about change if you are knowledgeable and have experience with the topic. You can gather a great deal of knowledge as a group. Once your group has selected and developed a topic you feel strongly about, you need to conduct an audience survey and an analysis to discover the audience's predisposition (attitude) toward your topic and their knowledge of the topic. There are five general pre dispositions to a topic that your audience might hold:

1. **Favorable but not aroused to act.**
2. **Apathetic toward the situation.**
3. **Interested but undecided what to do or think about it.**
4. **Interested but hostile to the proposed attitude, belief, or action.**
5. **Hostile to any change from present state of affairs.**

For your Team Project your topic/issue will require some sort of change or action on the part of your audience. To convince your audience to use the computers on campus does not (most likely) involve change; however, to convince them to report problems they have with computers anywhere on campus to computer services could potentially involve a change in attitude and/or action. If you do a thorough audience analysis about your topic, then you can avoid an embarrassment such as trying to convince your audience not to smoke cigarettes near the doors of buildings on campus when no one in your audience smokes. Your analysis of the audience's attitude toward, and knowledge of your topic will be essential in shaping a message that seeks change. Your message must deal directly with your audience's predisposition toward your topic and must seek a change and some type of action from them.

Essential Characteristics of Persuasive Messages:

The essential characteristics of persuasive messages are the qualities or standards you should strive to achieve in the preparation and presentation of your persuasive message:

1. **Logical and emotional appeals adapted to the audience.**
2. **Change by degrees.**
3. **Credibility and sincerity.**
4. **Ethical arguments and motives.**

Gathering Information:

Hopefully, you will already be somewhat knowledgeable on the topic your group chooses. However, part of your assignment is to gather information find additional sources. Each group member is encouraged to have at least 2 sources that you can cite in your outline. An article will be considered one source. An interview (using your interview skills and an interview schedule) or a survey / questionnaire (not the audience analysis questionnaire) will be another source. Include your sources in your reference section of your outline with each group members name by his or her sources. Cite all of your sources completely using MLA or APA format.

Audience Analysis:

You will first decide who your target audience is for your message, then your group will gather information about your target audience.

Organizing the Information your Group has gathered:

You will put together an outline of the information your group gathers. Once you have outlined your project you will decide in what medium you will present your message.

Proposal of your Team Project Message:

You can present your message in a **Web Site, a PowerPoint Presentation, or a video presentation (commercial, PSA, or the like)**. The sooner you let me know how you will present your message the sooner I can begin to help. If you are going to present your information in a web site you will put together a flow chart with all the pages. If you are going to do a PowerPoint Presentation you can create a more detailed outline that can be easily transferred to a PowerPoint Presentation. If you are going to do a video presentation you will want to put together a story-board based on the outline and your ideas. If you will be using a Web Site to present your message I can help you put your site on the MCC Server. If you are going to put together a PowerPoint Presentation I can help you make the Presentation available on the TV Bulletin System on Channel 55 available on MCC TV. If you plan on presenting your message in video format it may be possible that you can air your message on Channel 55. There are many ways you can get your message out to the public. You don't have to actually present your message, however, if you do There is EXTRA CREDIT available for presenting your message to the public.

Peer Evaluation:

You will evaluate your own group members and their participation and contributions to the group. If a group member is not participating and/or not contributing to the group you can first encourage participation, then consult with me. Your next step will be to let the tribal council speak. Your group can vote non participating group members out of your group – just like on *Survivor*. Evaluation is an important part of this class. We are a TEAM and we can help each other improve. With all evaluations in this class (self & peer) it will be important to be thorough, concise, detailed, and always include strengths, areas where improvements are needed, and specific suggestions as to exactly how improvement will be made. Help me Help you Help others Help themselves.

Materials To Be Turned In:

You will be individually responsible for your sources, and your evaluations of group members. Your Team is responsible for your Interview Schedule(s), field notes, and the overall project presentation proposal for the Medium that you choose. If you do a web site you will need to submit a flow chart of the site. If you are doing a PowerPoint Presentation I will need a copy of the presentation. If you are doing a video presentation you can submit a storyboard of the presentation. The Due Dates for the Materials are on your schedule.

1. DEFINE THE PROBLEM

When problem solving, many groups observe a common practice. They “think in reverse.” Before identifying the problem or knowing the facts about the problem, they propose solutions. If luck is with them, a satisfactory solution might result, but these short cuts usually do not work. The problem reappears and continues to plague the group. A more sensible approach to problem solving is to begin by determining what the problem is. Usually a group undertakes problem solving because of a felt difficulty. The members perceive a perplexing situation and realize it has to be dealt with. What group members ordinarily perceive are the effects of the situation, the signs or symptoms of a possible problem, not the problem itself. They have to identify the problem before they can treat it satisfactorily. To identify a problem, answers to questions like the following are helpful:

A. What is the situation in which the problem is occurring?

B. What in general is the difficulty?

C. How did the difficulty arise?

D. What is its importance?

E. What are the meanings of any terms associated with the problem that require clarification for the group so that you all agree on what you are talking about and the terminology you are using?

By obtaining the answers to these questions, a group can more ably determine what the problem really is. Once you have defined the problem you need to frame the problem as a question. Questions should be:

1. open to alternative answers; not yes/no (closed) questions
2. clearly written; and avoid vague terms.
3. unbiased; it cannot imply that a certain decision has to be reached.
4. concise; not too wordy
5. a question of policy; it asks what action should be taken. You should phrase your question like one of these
 - "**What should be** MCC's policy towards high impact aerobics?"
 - "**How can we** promote low impact aerobics at MCC?"
 - "**What can be done** about the shortage of low impact aerobics classes at MCC?"

The Question of Policy for your Team Project:

2. **ANALYZE THE PROBLEM**

After the group has agreed on what the problem is, then next step is to analyze it, particularly its causes and effects. In doing this the group must try to avoid letting opinions take priority over facts. The question "What are the facts?" must be foremost in the members' minds. Answers to these questions are helpful in locating the facts:

A. What effects indicate that a problem exists?

B. How serious are the effects?

C. What is causing the problem?

D. Are the causes built-in (inherent) or a part of the problem situation?

E. Have previous attempts been made to solve the problem? When? By whom?

Most problems have multiple causes that we should identify, so we can uncover a workable solution.

3. **ESTABLISH CRITERIA FOR SOLUTIONS**

After your group has analyzed the problem, you must now establish criteria to guide you in your quest for solutions. These solutions, preferably, will solve the problem, and will not cause other problems to develop and make conditions worse than they are already. For example in the case of a stomach ache, the doctor discovers that the patient has a kidney infection. One solution is to take out the kidney, but that solution might cause more serious problems than the patient has at present. A less drastic solution may be more appropriate, perhaps a program of medication. To ensure that a group's solution does not cause more serious problems than already exist, the proper procedure is to **FIRST** develop a set of criteria or conditions that an acceptable solution must meet. One criterion obviously is that the solution must correct the cause of the problem. Other general criteria worth considering are:

- A. Is the proposed solution workable?
- B. Is it economical?
- C. Is it the best possible way to solve the problem?
- D. Will it produce more benefits than disadvantages?
- E. Are the benefits significant?
- F. Is the proposed solution just?
- G. Is it moral?
- H. Will it get the job done efficiently?
- I. Is it clear?
- J. Will it be harmful in any way?

4. **GENERATING POTENTIAL SOLUTIONS TO THE PROBLEM**

Having determined the criteria, the group can now propose solutions to the problem. Rather than accepting the first one proposed, the members should try to think of many ways to solve the problem. To create a list of possible solutions, the group might use brainstorming, a technique designed to bring forth many ideas. Three rules govern its use: (1) ideas are to be expressed freely; as an idea comes to mind, it is to be expressed without evaluation by anyone; (2) all ideas, wild or otherwise, are welcome; (3) as many ideas as possible are voiced; quantity is the goal. When the group runs out of ideas, it evaluates those resulting from the brainstorming.

5. **SELECT THE BEST SOLUTION**

In this step the group chooses the solution that seems to meet the criteria, that you established in step 3, better than any other. As a means of accomplishing this end, these questions are helpful:

A. What is the exact nature of each solution?

B. How would it correct the problem?

C. How well would it remedy the problem?

D. How well does it satisfy the criteria?

E. Would a combination of solutions be best?

Determining which of the proposed solutions is best is a decision-making process. A decision implies that agreement to do something prevails among the group members, and the something that is agreed to is a choice among different alternatives. Decisions can be made in many ways. Here are six common methods:

1. Group consensus - all members come to an agreement.
2. Majority vote - decision of the majority is accepted.
3. Minority process - committee, board of directors makes decision for all.
4. Averaging individual opinions - members mail or phone in their opinions; majority wins.
5. Expert decision - authority on subject makes decision and group accepts it.
6. Decision by authority - after group discusses, leader decides.

6. **IMPLEMENT THE SOLUTION!**

The finale step involves deciding how to put the solution into effect. This step has much value. First, in deciding how to execute a solution, the group may uncover possible weaknesses. What often sounds like a good decision might prove to be inoperable. The members find this out when they try to institute a plan of action. If the solution is unworkable, it can be abandoned in favor of one that is more likely to work. You don't have to solve any problems as a group or actually implement your solutions, however, you could and that would bring your group Extra Credit.

EXTRA CREDIT

Your group may go beyond just talking about a solution. It can do something to carry out the solution. The adages "Talk is cheap," "Actions speak louder than words," and "put your money where your mouth is" apply here. **This is where the extra credit for your group work is available.** How exactly can you implement your plan? If you take this project a step further and actually implement your plan you will receive extra credit, not to mention the deed you do for yourselves and others. An example may be a letter sent to the person or persons that can begin to implement your solution(s). Another example may be a petition to get the ball rolling towards your solution. The intent here is to see your project through. You have done, and will do some good work on this project, why let it die in a speech instructors files. Let your ideas live, and do some good for others that are affected by the issue(s) / problem(s), topic area your group has chosen. You be the judge as to how the information, you have gathered and the solution(s) you have come up with, can best be implemented. As always, you can ask me for my opinions, ideas, and help, as to what your group can do to see your solution(s) to fruition.