

CMST 2060 PUBLIC SPEAKING
Fall 2015 -- Sections 45 and 47

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Required Texts: Lucas, Stephen E. (2012) *The Art of Public Speaking* (11th ed). McGraw Hill.

Course Description/ Goals:

CMST 2060 is a *General Education Humanities Course* designed to familiarize students with the study of public speaking. The act of public speaking is the culmination (and often the beginning) of a long process of critical dialogue between oneself, language, and the imagined responses of the audience. In other words, it takes being confident in who you are, what you want to say, how you are going to say it, who you want to say it to, and why you should say anything at all. Throughout the semester, students will be introduced to the fundamental concepts of public speaking.

As a General Education Humanities Course, CMST 2060 will enable students to demonstrate an understanding of historical, cultural, and philosophical complexity that supports sophisticated discourse.

As a result of this course, students should:

1. Understand the principles of rhetoric and effectively utilize them in crafting well researched, reasoned, and appealing speeches.
2. Choose topics for public speaking that are timely, relevant, and adaptable given varying situations in which the message may be delivered, and for different audiences.
3. Effectively and critically evaluate message/speech content and delivery, both when examining one's own work as well as that of others.
4. Understand and utilize the verbal and nonverbal elements essential for exemplary speech delivery.
5. Analyze and discuss speeches of historical, political and social significance.

COURSE POLICIES

Attendance & Participation: Your attendance at each class meeting is expected. You are expected to attend all classes just as you would be expected to go to work every day if this was any other job. Your class participation grade will be determined based on in-class discussion participation, assignments/exercises, and analysis of in-class presentations throughout the semester.

Technology Policy: The goal of all course policies is to help create a successful course experience for you as the student; this includes your ability to learn course material and to do so in an effective classroom environment. As such, use of technology is prohibited to devices that aid in student learning. As a general rule in normal circumstances, students are also not allowed to record other students in the course without their permission.

- Laptop computers and similar devices used for note-taking as a learning aid are permitted in class. You should also have paper and a writing utensil on all days for group activities.
- All other technology (smart phones, etc.) are NOT permitted for use during class. The first use during class will result in substantial reduction in overall course participation points (up to 20 points) with an increasing reduction in points for each use thereafter.
- In case of emergencies requiring cell phone access during the class session, you should notify your professor before class begins and attempt to sit near the entrance to the classroom.

LSU CODE of STUDENT CONDUCT

To demonstrate my pride in LSU, as a member of its community, I will:

- accept responsibility for my actions;
- hold myself and others to the highest standards of academic, personal, and social integrity;
- practice justice, equality, and compassion in human relations;
- respect the dignity of all persons and accept individual differences;
- respect the environment and the rights and property of others and the University;
- contribute positively to the life of the campus and surrounding community; and
- use my LSU experience to be an active citizen in an international and interdependent world.

The continued success of LSU depends on the faithful commitment by each community member to these, our basic principles. (Adopted May 1995)

Plagiarism: You are to assume that all assignments in this course are individual assignments unless explicit instructions are provided for a group project. Any student found to have turned in material not their own (either downloaded from the internet or written by another student) in part or in whole will immediately be reported to the Dean of Students. The Internet has made plagiarism very easy and very tempting. Hundreds of sites offer papers, research, writing, and editing. The ease with which such material is available over the Internet does not lessen the seriousness of claiming material from the Internet as your own. See the LSU policies on plagiarism here:

<http://www.lib.lsu.edu/instruction/plagiarism2.html> .Your paper would be considered as plagiarized in part or entirely if you do any of the following:

- Submit a paper that was written by someone other than you.
- Submit a paper in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references. Simply rewording a sentence does not make work your own.
- Submit a paper in which you “cut and paste” or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.

Extra Credit: No extra credit assignments will be allowed.

Disabilities: The Americans with Disabilities Act and the Rehabilitations Act of 1973 states: “If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a coordinator in the Office of Disability Affairs (112 Johnston Hall) so that such accommodations can be arranged.” After you receive the accommodation letters, please meet with me to discuss the provisions of those accommodations.

Grades: Final grades will be determined based on scores earned in the following assignments. All work must be done during the semester.

Course Assignments:

4 MAJOR SPEECHES (50% of overall course grade):

Introductory Speech 10 %

Informative Speech 10 %

Persuasive Speech 15 %

Commemorative Speech 15 %

- A portion of each of the four major speech assignments will be based upon written components (speech outlines, speech evaluations, etc.) in addition to an in-class presentation component.

Research Participation Requirement 3%

In-Class Activities/Quizzes/Homework 12%

Reading Assessments 15%

EXAMS (20% of overall course grade):

Midterm Exam 10%

Final Exam 10%

Your final grade assignment will be based on your total score at the end of the semester.

Final grades will be assigned as follows:

A+ ... 970-1000 points
A ... 930-969 points
A - ... 900-929 points
B + ... 870-899 points
B ... 830-869 points
B - ... 800-829 points
C + ... 770-799 points
C ... 730-769 points
C - ... 700-729 points
D + ... 670-699 points
D ... 630-669 points
D - ... 600-629 points
F ... 0-599 points

Missed Presentations and Late-Work:

If a student is absent the day she/he is scheduled to speak and has not made prior arrangements with the instructor, a ZERO grade will be recorded for the presentation portion of the assignment. If time

permits on the last day of presentations for the assignment, the speech may be made up with the grade averaged in with the zero score.

If you are unable to make a scheduled speech time, you may still receive full credit for speech outlines if they are submitted by the start of class on the scheduled speaking day. If a speaker knows she/he cannot attend class the day of an assigned speech presentation, she/he can find a replacement without penalty.

Late Work:

Major class assignments are to be turned in by the time class starts on the day that they are due. Assignments will not receive credit if turned in after the end of class on the day that they are due. Any work turned in during class time will be considered late and will automatically be reduced by one letter grade. *In other words if you arrive late to class, the assignment is late and will automatically be penalized one letter grade.*

In the same sense, if you arrive late to class on the day of your speech, your assignment will be reduced by one letter grade, even if you are “on time” for your own presentation. Showing respect for your classmates by arriving on time to class on the day of presentations is of great importance. Major class assignments will be accepted prior to the established deadline.

If you miss a speech presentation, you will be allowed to make up the presentation for partial credit on the final day of class during the semester if time permits (see above).

Just as with any other job, you would certainly make every effort to contact your co-workers or boss if extenuating circumstances prevented you from meeting an important deadline. The same should be true for this class.

Prior arrangements must be made with the instructor if extenuating circumstances prevent you from meeting an important deadline. If prior arrangements have been made, a penalty of 5% will be assessed to any late work. If you miss work due to a university approved absence, you will be responsible for providing documentation to confirm the excused dates and for coordinating make-up work, making every effort to make arrangements before the absence when possible.

RESEARCH PARTICIPATION:

The material you will learn in this course is the product of research. The goal of the research learning requirement is to help you to gain knowledge about the process by which scholars attempt to understand human behavior. All students taking CMST 1061, 2010, 1150, and 2060 must complete a research learning requirement. For each course in which a student is enrolled, he or she must complete 2 research credits. You can fulfill your requirement by

1. Participating in research studies conducted in the Department of Communication Studies.

All studies that last between 0 and 30 minutes will count as one credit. Any study that lasts between 31 and 60 minutes will count as two credits. Each study will specify the number of credits a student can earn for completion. There will be several survey and experimental studies conducted throughout the semester. These studies are held on campus at various times and in various locations or are administered through online survey software. All available studies are approved by the Institutional Review Board at LSU.

2. Participating in an organized departmental function such as debate or public speaking competition. Only departmental sanctioned events will count toward a student's research learning requirement; thus, no credit will be given for a student attending an outside speaker or performance.

3. Serving as a research assistant for a faculty member in the Department of Communication Studies. The number of units and requirements for those units will be set by the researcher and either accepted or rejected by the student.

The research learning requirement is worth 3% of your total grade; you will receive your 3% if you accumulate 2 research credits during the given semester. Please note that all research learning credits must be completed and allocated by Tuesday December 1 at 11:59 PM (the Tuesday prior to the start of the concentrated study period).

ALL available options to earn credit are posted on an electronic bulletin board located at <https://lsuhumanresearch.sona-systems.com/Default.aspx?ReturnUrl=/> . When you go to this website, you will first have to request an account. Once you have secured an account, you will be able to log in and see the options available to you for your various CMST courses.

Please note **that various ways to fulfill your research learning requirement will appear on this bulletin board throughout the semester.** You are encouraged to check the system on a regular basis for current credit options that fit your interests as well as your schedule.

It is very important that when you sign-up for a credit option that you attend that option or cancel your sign up. **Failure to show up twice during one semester will result in your access to the system being restricted and you being unable to complete your research learning requirement.** Valid excuses for failing to cancel a sign up and missing a credit option are the same as those found in LSU Policy Statement 31.

Detailed instructions on how to request an account and to navigate the system are posted on the homepage of the Department of Communication Studies, <http://www.lsu.edu/cmst>. Click on RESOURCES and RESEARCH PARTICIPATION SYSTEM. Scroll down to find the document titled "RPS – Instructions for Students."

You are encouraged to create an account during the first week of classes so that any problems that arise can be remedied before it is too late. If you have questions about this requirement or the online system that keeps track of credits, please email researchadmin@lsu.edu.

TITLE IX & Sexual Misconduct Policy:

Title IX of the Education Amendments of 1972 is a comprehensive federal law that prohibits discrimination based on the gender of students and employees of educational institutions that receive federal financial assistance.

In accordance with Title IX and other applicable law, Louisiana State University ("LSU") is committed to providing a learning, working, and living environment that promotes integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex and sexual misconduct which

includes sex discrimination, sexual harassment, dating violence, domestic violence, sexual assault, stalking and retaliation. LSU prohibits sex discrimination and sexual misconduct. This policy applies to all persons without regard to sexual orientation, gender identity and/or gender expression.

Sex discrimination and sexual misconduct violate an individual's fundamental rights and personal dignity. LSU considers sex discrimination and sexual misconduct in all of its forms to be serious offenses. This policy has been developed to reaffirm these principles and to provide recourse for individuals whose rights have been violated. This policy establishes a mechanism for determining when rights have been violated in employment, student life, campus support services, LSU programs and/or an academic environment.

[LSU Commitment to Community](#) - LSU is an interactive community in which students, faculty, and staff together strive to pursue truth, advance learning, and uphold the highest standards of performance in an academic and social environment.

HAVE YOU DECLARED YOUR MAJOR OR MINOR?

Business leaders and other professionals recognize the importance of developing communication skills and analysis. Alan Greenspan, for example, stated, "To succeed, you will soon learn, as I did, the importance of a solid foundation in the basics of education – literacy, both verbal and numerical, and communication skills." We hope this course contributes to your success.

To learn more about communication, you may want to major or minor in the Department of Communication Studies. The program explores how people sustain and change, experience, and make sense of the world through symbolic action. Students develop conceptual skills to analyze written, oral, and visual messages. Students gain practical experience in such areas such as public speaking, group decision-making, performance, and film. Such skills are elemental to careers in business, government, law, social services, and the arts.

A major in Communication Studies requires 36 hours including 12 hours of core classes and 12 hours at the 3000 or 4000 level. A minor requires 15 hours with one core class and 6 hours at the 3000 level or above.

The Department of Communication Studies offers 6 Pathways of Study as guidance for students interested in taking CMST courses. These pathways include lists of courses that can be taken for students interested in the following areas within Communication Studies:

- *Public Discourse*
- *Art and Culture*
- *Professional Communication*
- *Communication in Human Relationships*
- *Visual and Mediated Communication*
- *Create your Own Pathway*

More information is available at www.lsu.edu/cmst or by contacting our undergraduate advisor Mr. Kent Filbel (kfilli@lsu.edu), whose hours are posted at his office, 135 Coates Hall.

Speech of Introduction

Length: Between 2 and 3 minutes

Required materials: your speaking outline, submitted in your two-pocket folder on either handwritten notecards or on an 8 ½ x 11” printed page (NOTE: speaking notes submitted on a sheet of paper – as opposed to notecards – must be typed)

Points: 100 (75 for the overall presentation, 25 for speaking outline)

Goals:

Tell us something about yourself so that we can get to know you better.

Gain experience speaking extemporaneously, with a keyword outline.

Get accustomed to speaking with a time limit.

General Description:

You will be assigned a random noun (person/place/thing/idea). You will identify three elements of your assigned topic that you feel are similar to yourself. You will explain these similarities to your audience. For example, let’s say you are assigned a bouncy ball. You might decide that you are like a bouncy ball because you are enthusiastic, unpredictable, and well-rounded. You should first explain how the bouncy ball fits the characteristics (example: “a bouncy ball is enthusiastic because it’s always bouncing around and filled with a lot of energy”) and then you should explain how you also fit these three characteristics (example: “I am like a bouncy ball because I am always bouncing around and filled with a lot of energy. I’m always happy to see everyone and I never get tired of exploring new places—just like a bouncy ball never gets tired of rolling into random corners”). It is extremely important that you *explain your analogies in detail*. It is NOT enough to simply say, “I’m like a bouncy ball because I’m enthusiastic and a bouncy ball is enthusiastic,” you must provide descriptions and explanations to support your claim!

Colleague Critique: Speech of Introduction

Respondent: _____

Speaker: _____

After your observation of their speech, this member of your speech pod will receive your feedback in their speech folder along with their grade sheet. Remember to avoid critiquing them as a person—the goal is to focus on various aspects of the presentation itself. Emphasis should be on “I-statements;” conversely, demanding language (e.g. “You should...”) should generally be avoided.

1. How well does the speech’s introduction...
 - a. Arouse audience attention?

 - b. Prepare us for the rest of the speech?

2. Consider the body of the speech
 - a. How well does it explain and describe the characteristics of the object?

 - b. How well does it explain and describe the similarities between the object and the person?

 - c. How clear is its organization and focus?

3. Consider the speech’s conclusion
 - a. How well does it signal the speech is ending?

 - b. How well does it summarize the contents of the speech?

4. How does the delivery enhance or detract from the quality of the overall speech?
 - a. Vocal expression?

 - b. Overall body language?

INTRODUCTORY SPEECH

Name:

Grade:

Time:

1. Introduction-20 points

- a. Had a creative and effective attention getter (5)_____
- b. Had a clear central idea (5)_____
- c. Had a clear preview (5)_____
- d. Had a clear transition to body of speech (5)_____

2. Body-35 points

- a. Had the correct number of main points (5)_____
- b. Stated main points clearly (5)_____
- c. Organized the information in a clear and effective manner (5)_____
- d. Provided transitions between main points (5)_____
- e. Provided explanations of how the object fit the selected characteristics (5)_____
- f. Provided explanations of how the speaker fit the selected characteristics (5)_____
- g. Provided effective supporting material to back-up the main points (5)_____

3. Conclusion-20 points

- a. Clearly signaled conclusion (5)_____
- b. Restated thesis statement (5)_____
- c. Summarized three main points (5)_____
- d. Strong ending statement (5)_____

4. Delivery (Subtract Points)

Vocal Delivery

- a. Language choices ill suited to the audience (3)_____
- b. Offensive or inappropriate language (3)_____
- c. Used filler words such as “um,” “you know,” “like,” “uh,” etc (3)_____
- d. Spoke in monotone or hushed manner (3)_____
- e. Vocal delivery was choppy (3)_____

Physical Delivery

- a. Distracting mannerisms (3)_____
- b. Personal eye contact was limited (3)_____
- c. Too much movement (3)_____
- d. Ineffective or no gestures (3)_____
- e. Relied too heavily on notes (3)_____

5. Failed to meet requirements-Subtract up to 10 points

- a. Speech does not make a compelling comparison (5)_____
- b. Speech is unclear or includes only one point or story (5)_____

6. Outline—25 points

Essay: Speech Self-Evaluation

You've completed your speech - congratulations! Before you get your grade sheet and colleague critiques back, it's valuable to take a minute for introspection. How did it go? As you answer this basic question, please address these three main areas of interest in about equal proportions:

Preparation – What efforts did you put toward getting ready for your time in the spotlight? Were they not enough? Too much? This can include research, writing, and rehearsal.

Performance – How'd things go when you got up there? Did you do better than you expected? Not so much? Detail what aspects of your presentation you feel were noteworthy, for better or for worse.

Plans for the Future – Based on your assessment of yourself, what are your goals for improvement in future speeches? What areas in particular demand attention?

Length: 1 ½ - 2 pages, typed

Font: Times New Roman

Paragraph Setting: Double-Spaced

Due: the first class meeting after the end of the round of speeches

Speech 2: Informative Speech

Informative Speeches “give entertaining instruction about objects, events, processes, or concepts that are consistent with the preexisting interests of an audience and that promise to benefit the audience members’ lives in some way. (Crick, 2011, p. 52).

Length: between 4 and 6 minutes

Required materials: your keyword speaking outline on either handwritten notecards or on an 8 ½ x 11 printed page; your formal outline (NOTE: these are two different documents); an APA style bibliography of at least three sources; and copies of two pieces of evidence used in the speech (NOTE: include only one page from each source, and highlight the passages you cited in the speech); all submitted in your two-pocket folder

Points: 200

Goals:

Perform audience analysis to determine a topic about which we need more information.

Use an organizational scheme to arrange the speech into separate points that flow logically together.

Continue to hone extemporaneous speaking skills.

Practice informing in a noncontroversial manner.

General Description:

This speech is meant to inform and entertain. That sounds simple at the outset, but there’s a lot that goes into both aspects of this.

Informing means:

picking a topic that we’re interested in, but don’t know much about already (i.e. telling us how to make a peanut butter jelly sandwich is a waste of our 6-7 minutes, since almost everyone can already do it).

researching the topic – if it’s information you can rattle off the top of your head, there’s an excellent chance we know it, too. In this speech, you’ll be responsible for using and citing at least three sources to make the knowledge you’re sharing seem credible.

Entertaining means:

maintaining a happy affective payoff for the audience – keeping the speech lighthearted, or even funny, to maintain interest. (Vomiting facts at an audience for seven straight minutes is, frankly, boring for everyone, including you.)

avoiding controversy – for example, informing us about the benefits of joining the NRA is divisive, and may shut down half of your audience. If you choose to inform us about a public controversy, address multiple perspectives so you're not telling us what to think, but rather what to think about.

In order to accomplish both of the goals, the speech will also have to be clearly organized so that it's easy to follow. It will need to incorporate an introduction that grabs attention, then explicitly previews (point-by-point) the ideas to come. It should also include a conclusion that explicitly recaps (point-by-point) what has been discussed, as well as winds the speech down and gives it a sense of closure. In between, there should be 3 main points arranged in a manner that follows one of the organizational schemes we will discuss in class. These points should be cohesive, topical, and should transition effectively from one to the next so you're not suddenly penguins are so cute! I love how they look like they're wearing little tuxedos. And March of the Penguins is an epic, epic film.

TOPIC PROPOSAL – SPEECH OF ENRICHMENT

Name: _____

Topic:

Specific Purpose:

Thesis:

Tentative 3 Main Points:

Cui bono? How will my topic choice benefit my audience? To what common interests does it relate?

Colleague Critique: Speech of Enrichment

Respondent: _____
Speaker: _____

After your observation of their speech, this member of your speech pod will receive your feedback in their speech folder along with their grade sheet. Remember to avoid critiquing them as a person—the goal is to focus on various aspects of the presentation itself. Emphasis should be on “I-statements;” conversely, demanding language (e.g. “You should...”) should generally be avoided.

1. How well does the speech’s introduction
 - a. Arouse audience attention?
 - b. Articulate a clear thesis statement?
 - c. Preview 3 main points?

2. Does the organizational strategy fit the topic? Why or why not?

3. Consider the evidence in the speech. Does it seem credible. Is it cited clearly?

4. How clear is the speech’s conclusion? Are the main points summarized?

5. To what extent does the delivery of the speech enhance the quality of the presentation?

INFORMATIVE SPEECH

NAME: _____

- 1. Introduction- 15 points**
- a. Had a creative and effective attention getter (4) ____
 - b. Had a clear thesis or purpose statement (3) ____
 - c. Established the relevance to/usefulness for the audience (3) ____
 - d. Established your credibility as a speaker (2) ____
 - e. Had a clear preview (2) ____
 - f. Had a clear transition between the preview and body point #1 (1) ____

TOTAL: _____

- 2. First Main Point- 20 points**
- a. Had a clear topic sentence (5) ____
 - b. Explained the information using effective supporting materials (5) ____
 - c. Effectively cited at least one source (5) ____
 - d. Provided a summary of the body point (3) ____
 - e. Had a transition statement between body point #1 and body point # 2 (2) ____

TOTAL: _____

- 3. Second Main Point- 20 points**
- a. Had a clear topic sentence (5) ____
 - b. Explained the information using effective supporting materials (5) ____
 - c. Effectively cited at least one source (5) ____
 - d. Provided a summary of the body point (3) ____
 - e. Had a transition statement between body point #2 and body point # 3 (2) ____

TOTAL: _____

- 4. Third Main Point- 20 points**
- a. Had a clear topic sentence (5) ____
 - b. Explained the information using effective supporting materials (5) ____
 - c. Effectively cited at least one source (5) ____
 - d. Provided a summary of the body point (3) ____
 - e. Had a transition statement between body point #3 and conclusion (2) ____

TOTAL: _____

- 5. Conclusion- 10 points**
- a. Clearly signaled conclusion (1)
 - b. Restated thesis statement (2) ____
 - c. Summarized three main points (2) ____
 - d. Related back to introduction (2) ____
 - e. Strong ending statement (3) ____

TOTAL: _____

- 6. Other Requirements-15 points**
- a. Organized the information in a clear and effective manner (7.5) ____
 - b. Included a variety of supporting materials (7.5)____
 - c. TOTAL: _____

7. Delivery- (subtract 1 to 10 points each based on severity)

- a. Leaned on one leg instead of standing up straight ____
- b. Used hand gestures for purposes other than to complement key points of speech ____
- c. Used filler words such as “um,” “You know,” “like,” “uh,” etc. ____
- d. Rocked from side to side ____
- e. Walked around ineffectively ____
- f. Personal eye contact was limited ____
- g. Looked down at notes too much ____
- h. Spoke in monotone manner ____
- i. Spoke in hushed manner ____
- j. Spoke too fast ____
- k. Put hands in pockets ____
- l. Played with extraneous objects ____
- m. Held hands together in front of body ____
- n. Held hands behind the back ____
- o. Put hands on hips ____
- p. Gestured ineffectively below the hips or above the chest ____
- q. Vocal delivery was choppy ____
- r. Crossed legs during speech ____
- s. Other: _____

TOTAL: _____

- 8. Additional Requirements (100 points)**
- a. Speech is principally informative (15) ____
 - b. Completed a formal outline (50) ____
 - c. Completed a keyword outline (20) ____
 - d. Included highlighted evidence (15)____

TOTAL: _____

- 9. Time**
- a. 3:30-3:44 = -4 points
 - b. 3:45-3:59 = -2 points
 - c. 4:00-6:00 = 0 points
 - d. 6:01-6:15 = -2 points
 - e. 6:16-6:30 = -4 points

10. GRADE: ____/200

Speech 3: Persuasive Speech

“Speeches of advocacy occur before generally sympathetic audiences and use explicitly persuasive techniques to challenge and change the recalcitrant beliefs, attitudes, and values of a larger spectator public” (Crick, 2011, p. 53).

Length: between 4 and 6 minutes

Required materials: your keyword speaking outline on either handwritten notecards or on an 8 ½ x 11 printed page; your formal outline (NOTE: these are two different documents); an APA style bibliography of at least three sources; and copies of two pieces of evidence used in the speech (NOTE: include only one page from each source, and highlight the passages you cited in the speech); all submitted in your two-pocket folder

Points: 200

Goals:

Perform audience analysis to determine how the classroom can build a bridge to a great public sphere.

Continue to develop organizational skills to channel audience energy.

Persuade using logic, emotion, and your own character.

Continue to hone extemporaneous speaking skills.

General Description:

The goal of this speech is to be like an octopus: think tentacles. You’ll start with an idea that you’re pretty sure that your audience already agrees with (the body of the octopus). This can be a public issue, or it can be a value that ties into public life. Your goal is to persuade each member of your audience to rally around that idea, and then do something to take it public (the tentacles). That is, the audience can directly take action themselves (“Never eat generic foods!” or “Buy a cat!”), or they can prod others to take action (“Write your senator!” or “Recruit a Race for the Cure team!”). You could also suggest an idea that you would like your audience to disseminate (“Now we all agree that Marvel comics are far superior to DC – tell your friends!”). At the end of your speech, the audience must have a very clear idea of what you want them to think or do. Make a statement. There is no room for back-door persuasion in a speech of advocacy. In order to do this effectively, you’ll need to bolster your own credibility. People will not do what you want them to unless they think you’re worth listening to. As such, you’ll still be citing at least three sources in this speech. These sources still need to be cited in-speech. Again, the speech will also have to be clearly organized so that it’s easy to follow. It will need to incorporate an introduction that grabs attention, then explicitly previews (point-by-point) the ideas to come. It should also include a conclusion that explicitly recaps (point-by-point) what has been discussed, as well as winds the speech down and gives it a sense of closure. In between, there should be 3 main points arranged in a manner that follows one of the organizational schemes we will discuss

in class. These points should be cohesive, topical, and should transition effectively from one to the next.

TOPIC PROPOSAL – PERSUASIVE SPEECH

Name: _____

Topic:

Specific Purpose:

Thesis:

Tentative 3 Main Points:

Cui bono? How will my topic choice benefit my audience? What about the choice suggests that the audience will already be supportive before I even start speaking?

PERSUASIVE SPEECH

Name: _____

- 1. Introduction- 15.5 points**
- a. Creative and effective attention getter (4) ____
 - b. Clear central idea/proposition of value (3) ____
 - c. Established the relevance to/usefulness for the audience (2.5) ____
 - d. Established your credibility as a speaker (3) ____
 - e. Had a clear preview (2) ____
 - f. Had a clear transition between the preview and reason #1 (1) ____

TOTAL: _____

- 2. Reason One – 15.5 points**
- a. Provided a clear reason in support of your proposition (3) ____
 - b. Supported reason with criteria and evidence (3.5) ____
 - c. Support used effective appeals (2) ____
 - d. Effectively cited at 1-2 sources (3.5) ____
 - e. Provided a summary of the body point (2) ____
 - f. Had a transition statement between reason #1 and reason #2 (1.5) ____

TOTAL: _____

- 3. Reason Two – 15.5 points**
- a. Provided a clear reason in support of your proposition (3) ____
 - b. Supported reason with criteria and evidence (3.5) ____
 - c. Support used effective appeals (2) ____
 - d. Effectively cited 1-2 sources (3.5) ____
 - e. Provided a summary of the body point (2) ____
 - f. Had a transition statement between reason #2 and reason #3 (1.5) ____

TOTAL: _____

- 4. Reason Three – 15.5 points**
- a. Provided a clear reason in support of your proposition (3) ____
 - b. Supported reason with criteria and evidence (3.5) ____
 - c. Support used effective appeals (2) ____
 - d. Effectively cited 1-2 sources (3.5) ____
 - e. Provided a summary of the body point (2) ____
 - f. Had a transition statement between reason #3 and conclusion (1.5) ____

TOTAL: _____

- 5. Addressed Counter-arguments Somewhere in Speech- 10 points** (in one of the main points or its own main point)
- a. Gave counter arguments fair weight (5) ____
 - b. Effectively refuted counter-argument(s) (5) ____

TOTAL: _____

- 6. Conclusion- 13 points**
- a. Clearly signaled conclusion (1) ____
 - b. Restated central idea/proposition (3) ____
 - c. Summarized three main points (3) ____
 - d. Related back to introduction (3) ____
 - e. Strong ending statement (3) ____

TOTAL: _____

- 7. Other Requirements- 15 points**
- a. Organized reasons in a clear and effective manner (10) ____
 - b. Included a variety of supporting materials (5) ____

TOTAL: _____

8. Quality of language and reasoning (Deduct 1 to 10 points based on severity.)

- a. Language choices ill suited to the audience ____
- b. Offensive or inappropriate language ____
- c. Fallacies of reasoning ____

TOTAL: _____

8. Delivery- (Deduct 1 to 10 points each based on severity.)

- a. Leaned on one leg ____
- b. Leaned on one leg ____
- c. Used hand gestures for purposes other than to complement key points of speech ____
- d. Used filler words such as “um,” “You know,” “like,” “uh,” etc. ____
- f. Spoke in monotone or hushed manner ____
- g. Spoke too fast ____
- h. Rocked from side to side ____
- i. Personal eye contact was limited ____
- j. Looked down at notes too much ____
- k. Spoke in monotone manner ____
- l. Held hands together in front of body ____
- m. Held hands behind the back ____
- n. Gestured ineffectively below the hips or above the chest ____
- o. Vocal delivery was choppy ____
- p. Crossed legs during speech ____
- q. Distracting mannerisms ____
- r. Other _____

TOTAL: _____

11. Other Requirements

- a. Speech is principally persuasive (15) ____
- b. Completed formal outline (50) ____
- c. Completed keyword outline (20) ____
- d. Included highlighted evidence (15) ____

TOTAL: _____

12. Time

- a. 3:00-3:34 = -6 points
- b. 3:35-3:59 = -3 point
- c. 4:00-6:00 = 0 points
- d. 6:01-6:15 = -3 point
- e. 6:16-6:30 = -6 points

TOTAL: _____

Speech Grade = ____/100 = ____

