

## CMST 2060 PUBLIC SPEAKING

Summer 2015 – Section

M-F 8:40-9:40 AM

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Office Hours: 3:30-5:30 PM Friday

**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. You are allowed a maximum of two unexcused absences.

**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 assignment will be allowed. Grades **will not be rounded**. An 89.8 is a B.

Disputing a grade (24/7 rule): If you wish to dispute a grade you must follow the 24/7 rule. From the time the grade is returned to you, you must wait at least 24 hours but you may not wait more than 7 days.

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 and not made up after the fact.

#### Course Assignments:

Research Participation Requirement.....	3%
Participation.....	5%
Quizzes and Homework.....	10%
Introductory Speech.....	5%
Informative Speech.....	15%
Persuasive Speech.....	20%
Self and Peer Evaluations.....	12%
Midterm Exam.....	15%
Final Exam.....	15%

#### Missed Presentations:

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 Requirement:

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 2060 must complete a research learning requirement. To receive full points for the Research Participation component of your course grade, you 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.

Do you have a major?

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.

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

## TENTATIVE COURSE SCHEDULE

Date	Topic	Reading	Homework/Of interest
6/8	Introduction to Course		
6/9	Introduction to Public Speaking	CH 1	
6/10	Ethics	CH 2	
6/11	Delivery	CH 12	Delivery Analysis Due/Pods Assigned
6/12	Prep Introductory Speech	NA	
6/15	Introductory Speech	NA	
6/16	Speaking to Inform	CH 14	Self-Evaluation Due
6/17	Selecting a topic/purpose	CH 4	
6/18	Analyzing the audience	CH 5	Topic Proposal Due
6/19	Begin preparing informative speech	NA	Survey Due on Moodle
6/22	Gathering materials/supporting ideas	CH 6 & 7	
6/23	Outlining	CH 10	
6/24	Organization	CH 8	Pods Assigned
6/25	Introductions/Conclusions	CH 9	Outline Due
6/26	Study for Midterm	NA	
6/29	Midterm Exam	NA	
6/30	Work on Informative Speech	NA	
7/1	Speech 2	NA	
7/2	Speech 2	NA	
7/3	'Merica Woo!	NA	
7/6	Persuasive Speaking	CH 15	Self-Evaluation Due
7/7	Methods of Persuasion	CH 16	
7/8	Using Language	CH 11	Topic Proposal Due
7/9	Visual Aids	CH 13	Pods Assigned
7/10	Work on Persuasive Speeches	NA	
7/13	Speech 3	NA	Outline Due
7/14	Speech 3	NA	
7/15	Speech 3	NA	
7/16	Speaking in Small Groups	CH 18	Self-Evaluation Due
7/17	Begin studying for Final Exam	NA	
7/20	Listening	CH 3	
7/21	Evidence and Reasoning	TBA	
7/22	Logical Fallacies and Cognitive Biases	TBA	
7/23	Review	NA	
7/24	Review in Groups	NA	
7/27	Review	NA	
7/28	Dead Day	NA	
7/29	Final Exam	NA	

## 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: of Enrichment**

“Speeches of enrichment 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. The term enrichment is meant to bridge the supposed division between information and entertainment” (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?

**ENRICHMENT 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 5 and 7 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?

## Colleague Critique: Persuasive Speech

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 do the speech’s persuasive strategies...
  - a. Channel ethos?
  - b. Channel pathos?
  - c. Channel logos?
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. Does the topic seem appropriate/innovative/interesting? Why or why not?
5. To what extent does the delivery of the speech enhance the quality of the presentation?

## **ADVOCACY SPEECH**

### **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: \_\_\_\_\_

Name: \_\_\_\_\_

### **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 \_\_\_\_
- d. complement key points of speech \_\_\_\_
- e. 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 = \_\_\_\_