

Public Speaking

CMST 2060

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Office Hours: 10:30-12:00 and 2:50-3:20 Tuesday and Thursday; or by appointment. To make an appointment, either see me after class or email me. **Note:** I do not respond to email after 7:00 PM. If you need a response the same day, it is best to get the message to me before noon. For all emails regarding meetings outside of my office hours, please allow a **minimum of twenty-four hours advance notice** before your desired meeting time. Emails should follow the following format: Formal Salutation – Body – Closing.

Course Description: 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 rhetorical 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 Materials: Lucas, Stephen. *The Art of Public Speaking*. McGraw Hill (11th Edition); Crick, Nathan, *Rhetorical Public Speaking* (**FREE PDF ON MOODLE**); a two-pocket folder; internet access. **All grade sheets must remain in your folder.**

Attendance: You are expected to attend every class meeting – even speech days on which you are not scheduled to speak. This is the same expectation of attendance that an employer would

have for you at any job you may currently have or might have in the future. Attendance will be taken by either a roll call or by a quiz.

Absences/Late Work: Please inform me ahead of time if you will miss a speech day. Excusable reasons for missing are few and far between, but they include unexpected sickness **proven** by the presentation of a doctor's note, court summons **proven** by the appropriate documentation from the court, family emergency **proven** through presentation of an obituary, etc., or a university-sanctioned activity such as a game or a concert **proven** by a note from an advisor or an instructor. Under these circumstances, I will work out a way for you to make up the speech. If you must miss, you must provide me with either an **outline or a script of their speech within twenty-four hours** of missing it and **schedule a make-up within one week**.

Missed speeches that are not accompanied by proof of excused absence may be made up within one week of the original speech day for the **maximum grade of a C (70)**. Those who miss a speech due to an unexcused absence must schedule their make-up within twenty-four hours or they will not be allowed to make up the speech. If an unexcused makeup cannot be arranged during the speech round of class, you will either make up your speech in the Quad or in Free Speech Alley, because you need an audience.

Other course assignments will be due in-class unless otherwise stated. To clarify: I do not accept emailed submissions unless the assignment description specifies that such submissions are acceptable. All assignments are due on the dates specified. After that point, work will **no longer be accepted** without proof of extenuating circumstances (see above).

Remember: "Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The student is responsible for providing reasonable advance notification and appropriate documentation of the reason for the absence. (PS-22)"

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 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 April 28 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 <http://lsuhumanresearch.sona-systems.com/>. 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 once logged in can be found on the homepage of the Department of Communication Studies. Go to <http://www.lsu.edu/cmst> Then 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**

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 or by contacting our undergraduate advisor Mr. Kent Filbel (kfilli@lsu.edu), whose hours are posted at his office, 135 Coates Hall.

Academic Misconduct: 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 copied/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.

Students with 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.

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.

Point Breakdown: The overall course is worth 1000 points with grades based on a 10-point scale with the +/- division in place. **I do not round up grounds.** Different categories of assignments are worth different amounts of your overall grade, as follows:

Participation & Reading Assessments

Research Credits:	30 points
Attendance and Engagement:	100 points (Moodle Does Not Show This)
Activity Participation:	60 points
Quizzes:	150 points
Library Assignments:	10 points

Speeches

Introductory:	100 points
Informative:	100 points
Persuasive:	200 points
Commemorative:	100 points

Exams

Midterm Project:	50 Points
Final Exam:	100 points

Grading Scale:

980-1000:	A+
921-979:	A
900-920:	A-
880-899:	B+
821-879:	B
800-820:	B-
780-799:	C+
721-779:	C
700-720:	C-
680-699:	D+
621-679:	D
600-620:	D-
000-599:	F

Assignment Notes

Participation and Engagement: Attending class, doing the assigned readings prior to class, and participating in classroom discussions and activities are expected of you. Doing no more than that will earn you an average grade (70%) in Participation. To excel in participation, you should consider posing questions that you have after the readings, bring to class **examples** of the concepts discussed in the readings that you find in popular culture or in political discourses for our discussion, and visiting me during office hours or scheduling appointments to brainstorm or ask questions that you could not ask in class for whatever reason. The two greatest ways to lose participation points are not showing up on speech days and being on your cell phone/laptop while your classmates are speaking.

Speeches: The bulk of your grade will come from the four speeches you will give during the semester. You will give the speeches before your classmates on one of the dates specified. Speaking order will be discussed early and a schedule will be posted on Moodle. More specific instructions are provided in the descriptions of the individual speeches. For each speech you must turn in the specified materials and a grading rubric. The rubric should be stapled as the last page in the packet you turn in. You will find the rubric at the end of the syllabus. **Failure to bring a rubric to class will result in the loss of one letter grade.** All materials are to be turned in on the **first day of the speech round**. Should you wish to change to a new topic (not make revisions, but change the full topic) after you turn in materials, you must meet with me to discuss this.

Quizzes: Quizzes will be administered in class. In lieu of a traditional midterm exam, I have decided to administer a quiz **each day** there is a reading assignment. Quizzes will be given during the first five minutes of class. If you are late, you will miss the quiz. Quizzes cannot be made up unless documentation of a university-approved absence is presented.

Exams: Your midterm project will be a prospectus for your Persuasive Speech. The format of your final exam is yet-to-be-determined. However, you should recognize that the

following: (1) As this is a skills and theory course, the final exam will be cumulative to a certain degree, and (2) any and all activities occurring during this class are subject to being exam or quiz questions.

Extra Credit: No Extra Credit Work will be assigned.

Make-Up Assignments: All Quizzes, Exams, Speeches (and in-class speaking portions of homeworks), can be made up during the Concentrated Study Period (the week **before** Final Exam Week). However, the following conditions must be met: (1) Any materials that must be turned in with the assignment (sheets, outlines, scripts, etc.) must have been turned in via email on the day those portions of the assignment were originally due; (2) The Make-Up was scheduled within **one calendar week** of the original due date; (3) The Student agrees to turn in hard copies of all materials on the **Monday** of the Make-Up Week; and (4) The Student understands that any penalties that would normally apply (no excuse, late to class, forgot to turn in part of the paperwork required, etc.) **still apply** to the student's grade. And let me reiterate: **If the Make-Up is not scheduled within one week of the original due date, the assignment cannot be made up.**

Grade Appeals: With any returned graded work, you should wait 24 hours before submitting an appeal of grade. If you feel an error has been made in the grading of an assignment and would like to have the grade reviewed, you should submit a typed statement explaining the reason for the review and the original graded assignment to me **within seven days** of receiving the graded assignment. No grade adjustments will be made after the seven-day period.

ASSIGNMENT SCHEDULE (Dates & Assignments Subject to Change as Necessary)

Week 1: 13 – 15 January

W: Introduction/ Syllabus

F: The Five Canons of Rhetoric (Crick, Chapter 1, On MOODLE)
(Assign Library Assignment)

Week 2: 18 – 22 January

M: MARTIN LUTHER KING DAY (NO CLASS)

M: The Five Canons of Rhetoric (Crick, Chapter 1, On MOODLE)
(Assign Elevator Pitch)

Due: Library Assignment

W: Preparing to Speak

Read: Lucas, Chapters 1 and 4

F: ELEVATOR PITCH (See Assignment in Syllabus)

Workshop Speeches (Bring notes and ideas to class)

Week 3: 25 – 29 January

- M: Listening to Speeches and Speaking to Inform
Read: Lucas, Chapters 3 and 15
- W: Canon of Invention: Choosing Topics and Purposes
Read: Lucas, Chapter 5
- F: Canon of Invention: Research and Support
Read: Lucas, Chapters 7 and 8
Due: Finding Sources

Week 4: 1 – 5 February

- M: Workshop Speeches (Bring Ideas and Notes to Class)
- W: INTRODUCTORY SPEECHES
- F: INTRODUCTORY SPEECHES

Week 5: 8 – 12 February

M-W: MARDI GRAS HOLIDAY (NO CLASS)

- F: Speech Debriefing, and Speaking to Inform

Week 6: 15 – 19 February

- M: Canon of Arrangement: Organizing the Speech: Arrangement
Read: Lucas, Chapter 9 - 11
- W: Artistic Proofs I: Ethos
Read: Crick, Chapter 4 and Lucas, Chapter 2
- F: The Audience: Analyzing your Audience
Read: Lucas, Chapter 6
In-Class: Audience Analysis Workshop

Week 7: 22 – 26 February

- M: Canon of Delivery: Delivery and Using Visual Aids
Read: Chapter 13, 14

W: Workshop (Bring Informative Speech **outline** to class)

F: **Midterm Project Due**

Week 8: 29 February – 4 March

INFORMATIVE SPEECHES

Week 9: 7 – 11 March

M: Canon of Style: Using Language Effectively

Read: Chapter 12

W: Speaking to Persuade

Read: Lucas, Chapter 16

Due: Describing Food

F: In Class Workshop Q & A Day (Bring Ideas for Persuasive Speech)

Week 10: 14 – 18 March

M: Artistic Proofs II: Logos

Read: Lucas, Chapter 17 and Crick, Chapter 5

W: Artistic Proofs II: Logos

Read: Lucas, Chapter 17 and Crick, Chapter 5

F: Workshop Day (Bring **outline** of Persuasive Speech to Class)

Week 11: 21 – 25 March

SPRING BREAK: NO CLASS

Week 12: 28 March – 1 April

PERSUASIVE SPEECHES

Week 13: 4 – 8 April

M: PERSUASIVE SPEECHES

W-F: SSCA ANNUAL MEETING (NO CLASS)

Week 14: 11 – 15 April

M: Artistic Proofs III: Pathos

Read: Lucas, Chapter 17 and Crick, Chapter 6

W: Speaking to Commemorate
Read: Lucas, Chapter 18

F: Workshop Day: Bring outline and notes to class.

Week 15: 18 – 22 April

COMMEMORATIVE SPEECHES

Week 16: 25 – 29 April

MAKE-UP WEEK

TUESDAY: RPS CREDITS ARE DUE BY MIDNIGHT TONIGHT.

FINAL EXAM TIME:

Section 7: Monday, May 2, 7:30-9:30 AM

Section 11: Wednesday, May 4, 3:00-5:00 PM

Other Course Policies:

1. While some activities will be facilitated by the use of a laptop computer, tablet, or smart phone, research has repeatedly demonstrated that the use of such devices to take notes results in lower grades. Therefore, I strongly suggest that you put these devices away during lecture.
2. I understand that certain things may necessitate leaving class early. If such an event occurs, please let me know before class that day and try to sit near a door so that your departure does not disturb other students.
3. 70% of student questions regarding assignments and course policies can be found in the syllabus. This should be the first place you check. Emailed questions that are directly answered in the syllabus will not receive a response.

Criteria Used for Evaluating Speeches

The *average speech* (grade C) should meet the following criteria:

1. Conform to the kind of speech assigned—informative, persuasive, etc.
2. Be ready for presentation on the assigned date
3. Conform to the time limit
4. Fulfill any special requirements of the assignment—preparing an outline, using visual aids, conducting an interview, etc.
5. Have a clear specific purpose and central idea
6. Have an identifiable introduction, body, and conclusion
7. Show reasonable directness and competence in delivery
8. Be free of serious errors in grammar, pronunciation, and word usage

The *above average speech* (grade B) should meet the preceding criteria and also:

1. Deal with a challenging topic
2. Fulfill all major functions of a speech introduction and conclusion
3. Display clear organization of main points and supporting materials
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency
5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts
6. Be delivered skillfully enough so as not to distract attention from the speaker's message

The *superior speech* (grade A) should meet all the preceding criteria and also:

1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience
2. Sustain positive interest, feeling, and/or commitment among the audience
3. Contain elements of vividness and special interest in the use of language
4. Be delivered in a fluent, polished manner that strengthens the impact of the speaker's message

Speech 1: Introductory

Length: ~3 minutes, with a 15-second leeway on either side of the 3-minute mark

Required materials: a speaker's **outline** and **grade sheet**; to be submitted on the **first day of speeches**.

Points: 100

Topic I: The speech should be delivered extemporaneously from brief notes that occupy no more than one side of a single 4 x 6 index card. (This index card is for you, but you must turn in an outline to me)

You will tell a story from your life wherein your action(s) demonstrate a character trait you possess that you believe to be important. Examples of such traits are (but are not limited to): honor, honesty, integrity, perseverance, a strong work ethic, faith, compassion, mercy, or generosity. You are to **narrate** a dramatic event that exemplifies this trait. You are not to speak about why this trait is important – **show** us its importance through your actions. The event does not have to be grand or epic, but it does have to be **significant** to you.

Topic II: The speech should be delivered extemporaneously from brief notes that occupy no more than one side of a single 4 x 6 index card. (This index card is for you, but you must turn in an outline to me)

In preparation for this speech, select an object that represents a significant aspect of your background, personality, values, ambitions, etc. Using the chosen object as a point of departure, develop a speech that explains how it relates to your life. For example, a journalism major might select a newspaper as a way to explain her or his professional goals. A new father might select a diaper as a vehicle for discussing his experiences as a parent. An avid tennis player might settle on a tennis racket to illustrate her passion about the sport.

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

Goals:

Tell us something about yourself, in the form of a brief story, so that we can get to know you better.

Become a rhetorical public speaker by describing something about that story that can do some good for the audience – generalize your experience by describing its overall ethic. Audiences love stories they can identify with.

Get accustomed to speaking with a time limit.

Organization:

Introduction – Spend the first chunk of the speech warming us up the topic to come. Tell us your **central idea**, and **preview** how the speech is going to arrive there. Because this speech is so short, be careful that the introduction only takes **about 30 seconds**.

Narrative – Tell us your story. To draw the audience in, you need to create an atmosphere rife with **vivid sensory details** (descriptions of the setting, dialogue, etc.) that really help us feel like we're there with you (without making the story feel cluttered), follow a **clear plotline** free of unrelated tangents, and make **your perspective** clear so that we know what you think about your experience. This **must be a story about you**; that is, telling us about a crazy stunt your best friend pulled one night when you weren't around doesn't really fulfill the "introducing yourself" mission of the speech. All that being said, it's best to zero in on a fairly short interaction, because this chunk of the speech should take **about one minute**, which is not long enough to tell us about the entire two weeks your family spent in the Bahamas. Aim for shorter experiences, so you have time to add detail to the plot.

Ethic – Why should we be interested in you? *Cui bono*? Find a way to relate the narrative to the audience. Does the story have a **moral**? This is **not** meant to be a one-sentence afterthought at the end of the speech. To ensure the audience has time to really dig into the relevance of your story in their lives, this chunk of the speech should take up about the same amount of time as the narrative itself: **about one minute**. This is not an opportunity to preach: give your audience **something to think about**, but do not tell them what to do. (Save that for Speech 3.) This last segment should also **wind the speech down** to a close. Audiences get confused when a speech ends suddenly and without warning, so make some effort toward easing us into the payoff.

[Items mentioned in bold are concerns for which you will be evaluated. Attention should also be paid to demarcating each chunk of the speech to create a sense of organization, and to basic delivery skills.]

Speech 2: Informative

Length: 4 - 5 minutes

Required materials: your **speaking outline**; an MLA-style **bibliography of at least three sources**; and **copies of two pieces of evidence** used in the speech (**NB:** include only one page from each source, and highlight the passages you cited in the speech), and **grade sheet**; to be submitted on the **first day of speeches**. **Note also:** Use of a visual aid is required.

Points: 150

Goals:

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

Continue to hone speaking skills.

Practice informing in a **noncontroversial** manner.

Gain experience speaking with a visual aid.

Topic Choices and Suggested Considerations:

Charity: Pick a charity or non-profit organization that either interests you or that you have some familiarity with from previous experience. I strongly suggest a **local/state-level** charity. Tell us about this charity: What it is; Who it helps; How it helps them. Try to do more than simply read off a list of facts available on an organization's website – anyone can do that. Make it memorable. Make it personal if you can. Why do you care enough about this charity to speak on its behalf today?

Beloit Mindset List: Go to this website: <http://www.beloit.edu/mindset/2019/> and pick any **one** item or person that interests you. Your task is to present that item to the class in a 4-5 minute speech. Tell us about the item or person. What are the relevant facts that make this person, event, thing, etc. something that, even though it likely occurred before you were born, something significant in the lives of your parents, grandparents, teachers, etc. and to the culture of the United States (and possibly the world). In addition to providing information about the topic and its significance, tell us a little about why you chose this topic and what you found particularly meaningful about it.

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 time, 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 (one of which was published within the past year)** to make the knowledge you're sharing seem credible.

Entertaining means:

Maintaining a happy affective payoff for the audience – **keeping the speech light-hearted**, or even funny, to maintain interest. (Vomiting facts at an audience for six 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 **2-3 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.

[Items mentioned in bold are concerns for which you will be evaluated. Attention should also be paid to basic delivery skills.]

Speech 3: Persuasive

Length: between 5 and 6 minutes.

Required materials: your **keyword speaking outline**; an **MLA-style bibliography of at least three sources**; and **copies of two pieces of evidence** used in the speech (**NB:** include only one page from each source, and highlight the passages you cited in the speech), and **grade sheet**; to be submitted on the **first day of speeches**. Any academic sources you cite must be recent (within the past five years).

Points: 200

Goals:

Continue to develop organizational skills to channel audience energy.

Persuade using logic, emotion, and your own character on an issue of policy, value, or fact.

Continue to hone speaking skills.

General Description:

For this speech, you are to research an issue of **public concern** where public opinion is divided over what to do and/or how to proceed toward a solution. To add a level of specificity, the issue you address should be one faced by **some portion of the state of Louisiana**. You are to **research that issue, articulate a position, and offer a plan of action** the audience can take to achieve your desired resolution.

The goal of this speech is to demonstrate your skills at organization and persuasion. You will start with **an idea** that your **audience may or may not agree** with. Your goal is to persuade each member of your audience to **rally around your idea**, and then do something to **take it public through action**. 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. I strongly suggest that you consider making the unpopular argument during this 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, sets the scene in such a way that the audience knows why this is a rhetorical crisis (even if they do not know the term), and 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 **2-3 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.

[Items mentioned in bold are concerns for which you will be evaluated. Attention should also be paid to basic delivery skills.]

Speech 4: Commemorative

Length: 3 - 4 minutes

Required materials: your **word-for-word script** for your speech and **grade sheet**, to be submitted on the **first day of speeches**.

Points: 50

Goals:

To argue that a deceased individual embodied one or more highly valued traits of the community, thus warranting commemoration.

To persuade your audience that a departed member of the community should be seen as an inspirational figure for living.

Learn to speak from a script in a dynamic, interesting manner.

Continue to use organization, content, and delivery skills gained from previous speeches.

General Description:

This final speech will bring your skills full circle. Again, you will be talking about yourself in order to inspire the audience. The tone and formality of this speech should be appropriate for a state level eulogy.

The topic: You have died. You are to present a eulogy for how you would like to be remembered. Treat this as if you have died this semester. Use only accomplishments that you have actually earned at this point in your life, and explain why we should commemorate your passing. What did you mean to the community? What values did you embody to which we should all aspire? How did you embody these values? The easiest way to do this in such a speech is to **narrate** specific incidents that demonstrate those values. Remember: show, don't tell.

Then, come up with **two to three main points** that elaborate the reasons your subject exemplifies this value. The goal is **not a laundry list** of reasons why you are awesome. Instead, **zoom in** on two to three things so that we can get a thorough discussion of them. The goal here is **depth, not breadth**. Our stipulations for introductions and conclusions from previous speeches still apply, of course. I'm still listening for **explicit previews and recaps**. Points should have **identifiable transitions** between them.

This is the best speech to practice creative language use and other kinds of remarkable style. Be figurative. Be eloquent.

[Items mentioned in bold are concerns for which you will be evaluated. Attention should also be paid to basic delivery skills.]

Introductory Speech Evaluation Form

Speaker _____ **Time:** _____/3:00
 -1 point/- 5 seconds under 2:40; -4 if time called.

Topic _____

Ratings: *E*-excellent *G*-good *A*-average *F*-fair *P*-poor

COMMENTS

INTRODUCTION (10%) _____/10

Gained attention and interest	E	G	A	F	P
Introduced topic clearly	E	G	A	F	P
Established credibility	E	G	A	F	P
Previewed body of speech	E	G	A	F	P
Related to audience	E	G	A	F	P

BODY (40%) _____/40

Main points clear	E	G	A	F	P
Main points fully supported	E	G	A	F	P
Organization well planned	E	G	A	F	P
Language accurate	E	G	A	F	P
Language clear, concise	E	G	A	F	P
Language appropriate	E	G	A	F	P
Connectives effective	E	G	A	F	P

CONCLUSION (10%) _____/10

Prepared audience for ending	E	G	A	F	P
Reinforced central idea	E	G	A	F	P

DELIVERY (30%) _____/30

Maintained eye contact	E	G	A	F	P
Used voice effectively	E	G	A	F	P
Used physical action effectively	E	G	A	F	P
Communicated import of topic	E	G	A	F	P

OTHER CRITERIA OF EVALUATION (10%) _____/10

Specific purpose well-chosen	E	G	A	F	P
All materials turned in	E	G	A	F	P
Materials Formatted Properly	E	G	A	F	P

Note: There will be a penalty of 2 points assessed if materials are turned in late or are absent.

Other Comments:

Informative Speech Evaluation Form

Speaker _____ **Time:** _____/5:00
 _____ -1 point/- 5 seconds under 4:40; -10 if time called.

Topic _____

Ratings System: E-excellent G-good A-average F-fair P-poor

INTRODUCTION (10%)	_____/15	DELIVERY (30%)	_____/45
Gained attention and interest	E G A F P	Began speech without rushing	E G A F P
Introduced topic clearly	E G A F P	Maintained strong eye contact	E G A F P
Related to audience	E G A F P	Avoided distracting mannerisms	E G A F P
Established credibility	E G A F P	Articulated words clearly	E G A F P
Previewed body of speech	E G A F P	Used pauses effectively	E G A F P
		Used vocal variety to add impact	E G A F P
BODY (30%)	_____/45	Prepared visual aids well	E G A F P
Main points clear	E G A F P	Presented visual aids well	E G A F P
Main points fully supported	E G A F P	Communicated enthusiasm for topic	E G A F P
Organization well planned	E G A F P	Departed from lectern without rushing	E G A F P
Language accurate	E G A F P		
Language clear	E G A F P	OTHER CRITERIA (20%)	_____/30
Language appropriate	E G A F P	Met assignment	E G A F P
Connectives effective	E G A F P	Topic challenging	E G A F P
		Specific purpose well-chosen	E G A F P
CONCLUSION (10%)	_____/15	Message adapted to audience	E G A F P
Prepared audience for ending	E G A F P	Materials Formatted Properly	E G A F P
Reinforced central idea	E G A F P	Held interest of audience	E G A F P
Vivid ending	E G A F P		

Note: There will be a penalty of 5 points assessed if materials are turned in late or are absent.

Comments: _____

Persuasive Speech Evaluation Form

Speaker _____ **Time:** _____/7:00
 _____ -1 point/- 5 seconds under 6:40; -20 if time called.

Topic _____

Ratings System: E-excellent G-good A-average F-fair P-poor

INTRODUCTION (15%)	_____/30	DELIVERY (30%)	_____/60
Gained attention and interest	E G A F P	Began speech without rushing	E G A F P
Introduced topic clearly	E G A F P	Maintained strong eye contact	E G A F P
Related to audience	E G A F P	Avoided distracting mannerisms	E G A F P
Established credibility	E G A F P	Articulated words clearly	E G A F P
Previewed body of speech	E G A F P	Used pauses effectively	E G A F P
		Used vocal variety to add impact	E G A F P
BODY (30%)	_____/60	Prepared visual aids well	E G A F P
Main points clear	E G A F P	Presented visual aids well	E G A F P
Main points fully supported	E G A F P	Communicated enthusiasm for topic	E G A F P
Organization well planned	E G A F P	Departed from lectern without rushing	E G A F P
Used persuasive strategies	E G A F P		
Language clear	E G A F P	OTHER CRITERIA (10%)	_____/20
Language appropriate	E G A F P	Met assignment	E G A F P
Connectives effective	E G A F P	Topic challenging	E G A F P
		Specific purpose well-chosen	E G A F P
CONCLUSION (15%)	_____/30	Message adapted to audience	E G A F P
Prepared audience for ending	E G A F P	Materials Formatted Properly	E G A F P
Reinforced central idea	E G A F P	Held interest of audience	E G A F P
Vivid ending	E G A F P		

Note: There will be a penalty of 510 points assessed if materials are turned in late or are absent.

Comments: _____

Commemorative Speech Evaluation Form

Speaker _____ Time: _____/5:00
 -1 point/- 5 seconds under 4:40; -10 if time called.

Topic _____

Ratings: *E*-excellent *G*-good *A*-average *F*-fair *P*-poor

COMMENTS

INTRODUCTION (10%) _____/5

Gained attention and interest	E	G	A	F	P
Introduced subject clearly	E	G	A	F	P
Established credibility	E	G	A	F	P
Previewed body of speech	E	G	A	F	P
Related to audience	E	G	A	F	P

BODY (40%) _____/20

Main points clear	E	G	A	F	P
Main points fully supported	E	G	A	F	P
Organization well planned	E	G	A	F	P
Language accurate	E	G	A	F	P
Language clear, concise	E	G	A	F	P
Language appropriate	E	G	A	F	P
Connectives effective	E	G	A	F	P

CONCLUSION (10%) _____/5

Prepared audience for ending	E	G	A	F	P
Reinforced central idea	E	G	A	F	P

DELIVERY (30%) _____/15

Maintained eye contact	E	G	A	F	P
Used voice effectively	E	G	A	F	P
Used physical action effectively	E	G	A	F	P
Communicated import of topic	E	G	A	F	P

OTHER CRITERIA OF EVALUATION (10%) _____/5

Topic challenging	E	G	A	F	P
Specific purpose well-chosen	E	G	A	F	P
All materials turned in	E	G	A	F	P

Note: There will be a penalty of 5 points assessed if materials are turned in late or are absent.

Comments: