

## **COM1: Public Speaking**

**Instructor:** Gina Stahl-Haven, M.A.

**Office:** *Likely our classroom*

**Office Hours:** TBD

**Google Voice #:** 608-620-GINA (4462) use only during normal business hours

**Class Website:** [www.ClassWithGina.com](http://www.ClassWithGina.com) (this website will be used to replace Canvas)

**Email Address:** [stahlhaven@gmail.com](mailto:stahlhaven@gmail.com) (use this email to reach me more quickly)  
[gstahl-ricco@santarosa.edu](mailto:gstahl-ricco@santarosa.edu) (*I've got 99 problems and this email is one. Best to use the gmail*)

**Remind:** *You will be sent a link to sign up for Remind, please do so ASAP, I will be contacting you frequently through the remind app.*

**Also:** *I am here for you; please contact me if you need additional help with assignments, projects, or readings. Don't hesitate to call on me if you have concerns (even those that are not class related). I can help with support and referrals for academic counseling, therapy, medical/dental, financial aid, transfer counseling, best latte in town, disability resources and MORE!*

**Required Text Book:** Speak Up: An Illustrated Guide to Public Speaking  
Douglas Fraleigh and Joseph Tuman, Bedford/St. Martin's; 4th Edition



**COURSE CONTENT: Student Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Effectively prepare and present public speeches to a live audience using contemporary technology when appropriate;
2. Demonstrate active listening skills;
3. Critically evaluate various forms of communication.

**Objectives: (and how we will reach them)**

Upon successful completion of this course, students will be able to:

1. Identify the elements of a communication situation.
  - ✓ Speech of Tribute
  - ✓ Informative Speech
  - ✓ Persuasive Speech
2. Conduct audience analysis.
  - ✓ All Speeches
  - ✓ Audience Analysis Activity
3. Select appropriate subject matter.
  - ✓ All Speeches
  - ✓ Research Project
4. Gather and select appropriate materials.
  - ✓ Research Project
  - ✓ Informative Speech
  - ✓ Persuasive Speech
5. Organize material into effective structural pattern for oral presentations.
  - ✓ All Speeches
  - ✓ Written Outlines
6. Choose appropriate verbal and nonverbal messages.
  - ✓ All Speeches
7. Rehearse the oral presentation of speeches.
  - ✓ All speeches
8. Present speech(es) in person to a live audience.
  - ✓ All speeches
9. Actively listen to and evaluate oral presentations.
  - ✓ All speeches
10. Incorporate presentational aids into a speech.
  - ✓ Informative Speech
  - ✓ Persuasive Speech
11. Exhibit an understanding of the use of modern presentation technology.
  - ✓ Persuasive Speech
12. Manage nervousness related to public speaking.
  - All speeches
13. Recognize persuasive appeals.
  - ✓ Research Project
  - ✓ Persuasive Speech
14. Demonstrate an understanding of the basic terminology, concepts, and theories of communication.
  - - ✓ Quizzes
    - ✓ Group Discussion

**Grading Breakdown:**

*All grades are done by percentages per SRJC grading policies. Keep track of your points.*

<b><u>Quizzes (4 total)</u></b>	<b><u>40 pts</u></b>
<b><u>Speech of Tribute</u></b>	<b><u>35 pts</u></b>
<b><u>Narrative Speech</u></b>	<b><u>15 pts</u></b>
<b><u>Preliminary Informative Outline</u></b>	<b><u>10 pts</u></b>
<b><u>Informative Speech</u></b>	<b><u>35 pts</u></b>
<b><u>Final Informative Outline</u></b>	<b><u>15 pts</u></b>
<b><u>Impromptu Speech</u></b>	<b><u>20 pts</u></b>
<b><u>Research Project</u></b>	<b><u>25 pts</u></b>
<b><u>Preliminary Persuasive Outline</u></b>	<b><u>15 pts</u></b>
<b><u>Audience Analysis</u></b>	<b><u>10pts</u></b>
<b><u>Persuasive Speech</u></b>	<b><u>50 pts</u></b>
<b><u>Final Persuasive Outline</u></b>	<b><u>20 pts</u></b>
<b><u>Classroom Participation</u></b>	<b><u>35 pts</u></b>

**Add in any extra credit (including perfect attendance)**

**Total**

**My points / 325 pts =**

**.9 = A, .8 = B, .7=C, .6 =D, .5=F**

*I truly want to support you in earning the grade you want to earn. Please keep track of all points on returned assignments and come to me for assistance if you are struggling.*

## **COURSE POLICIES**

Please review all our course policies carefully. You should always have a printed copy of our syllabus in class to review policies and assignment guidelines. This syllabus is a contract between you and I and adherence to these guidelines will help you receive the grade you hope for and get the most out of our fascinating content!

### ● ***Attendance: Serious Business!***

Because of the nature of this class it is essential that students attend class consistently. Attendance will be taken at each class meeting. Please be on time to class; tardiness or early departure must be strictly limited.

### ● **ABSENCES: 2 absences without penalty**

- You are permitted two absences throughout this semester.
- Each additional absence will cause you to lose **10pts.** off of your participation points. After all, you can't participate if you aren't there! I do not differentiate between excused/unexcused absences.
  - **ACCORDING TO SANTA ROSA JC POLICY IF YOU MISS MORE THAN 10% OF OUR CLASS TIME YOU WILL BE DROPPED FROM THE CLASSES – EXCUSED OR UNEXCUSED.** *Certain types of absences including jury duty, participation in school sponsored sporting events, etc. may be excused; see me with questions.*
  - **YOU** are responsible for speaking with a fellow classmate about the work you missed. I am not responsible for “reviewing” the class content for you. Choose a classroom buddy and get their phone number or email address; if you miss class make sure to speak with him/her **BEFORE** you return.

### ● **TARDIES: 2 tardies without penalty**

- You are also permitted two tardies. Each additional tardy will cause you to lose **5pts.** from your participation.
- I close the door, at the start of class. If you arrive late, please quietly wait in the hall until the door is opened again. I do not want stragglers coming in during attendance, check-in, and opening activities, as it can be distracting.
- If you are more than 20 minutes late to class (you can certainly still come) but would be marked absent for the day.

### ● **BONUS: If you are never absent and never late this semester you will receive 20 extra credit points at the end of the semester. Do it! ☺**

### ● **A NOTE FROM GINA**

*It is very important to me that you attend class consistently and show up on time. We will miss you when you aren't here. Having said that, I am very aware that illnesses, emergencies, and other catastrophes do happen. If an illness or other serious issue keeps you from class please communicate with me about what is going on. I want to support you.*

### ● ***Participation:***

- This class is all about participation. However, I realize that many students have communication apprehension or cultural backgrounds that do not meet western standards of “participatory communication.” It is the *quality* and not the *quantity* of your participation that I will be looking for. Students will take part in oral and written feedback for fellow speakers and will be asked to take part in conversation during our class meetings. This participation will make our class time much more vibrant and beneficial. I love to hear your opinions and experiences. Feel free to share them with the class when we are having discussions.

### ● ***Late Papers and Assignments:***

Do not turn in late papers – get them in on time. Late papers will not be accepted without written proof of catastrophe (i.e. doctor’s note, etc.). I do not accept emailed papers. Print papers the night before class always as to avoid unexpected problems. If you can not be in class but your paper is placed in my box before class, brought by another student, or by any other method is IN my hand when papers are due, you’re good to go ☺

### ● ***Missed Presentations***

Throughout the semester students will take part in various presentations. I expect all students to attend class for all scheduled presentations. Students who fail to present on their scheduled day will disturb the class schedule. Therefore, it is essential that you show up on the days that you are scheduled to speak. If you fail to speak on you scheduled day you will receive ZERO points for that presentation. Make-ups will only be given in extreme circumstances and will be at my discretion. – ***SERIOUSLY. The only exceptions are death, serious illness, or other catastrophic event (with written documentation).***

### ● ***Academic Dishonesty***

- Plagiarism is a form of cheating: it occurs when a student misrepresents the work of another as his or her own. Plagiarism and cheating on exams are serious academic offenses and may be punishable by disciplinary expulsion and/or an F in this class. Plagiarism is not only a serious offense it also robs you of the opportunity to hone your writing, researching, and critical thinking skills. Why waste your time in college if you’re not actually applying yourself right? If you are struggling with assignments please see me for assistance. Santa Rosa Junior College has very severe penalties for plagiarism. For more information please contact the office of academic affairs.

*Side Note: In this day and age it is really easy to catch students who plagiarize. I have failed students for plagiarism and it makes me really sad. Don’t put me through that! If you have questions about citing sources, quoting, etc. – see me. Do not risk failing the course.*

### ● ***Classroom Behavior: You’re in College*** ☺

- I expect you will treat each other and me with courtesy and respect (e.g., listen in class, do not interrupt others, etc.). Do not bring distracting things to class. If the lure of your smart-phone is too much, DON’T bring it. If you have a laptop for taking notes don’t be simultaneously surfing the web. If you disrupt class, you may be asked to leave. You would be marked absent for the day. Please be aware of your use of language in this classroom. Gender and Culturally inclusive language should be utilized. It is extremely important to me to create a classroom where all students feel safe, respected, and stimulated.

- **Cell Phones:** They must be *SILENCED* during class. If your cell phone goes off during class you will be asked to bring treats the next class. The student of the day will decide what you will bring (within reason). If you choose not to bring the treat or forget you will lose 5 participation points.
- If your cell phone goes off when another student is speaking you lose 10 pts participation points immediately. No exceptions, no treat-penance.

### ● **Written Assignment Guidelines:**

- In order to receive full credit, **all written** assignments must be:
  - **All work must be computer printed –NO EXCEPTIONS**
  - **Papers that are not stapled will be graded down one letter grade.** (Deadly serious on this one, despite that clever folding thing you were planning to do.)
  - 12pt. font, TIMES NEW ROMAN (yes, it's very important).
  - 1" margins (seriously).
  - Double Spaced
  - All references cited in APA or MLA format. The SRJC website offers great resources for learning APA and MLA format. Also try CitationMachine.net, EasyBib, or NoodleBib (through the Library Website)

### ● **Speaking Guidelines:**

- You are not expected to walk into this class and be a star speaker. You are expected to show improvement over the semester.
- Dress professionally and appropriately when you are addressing our classroom.
- You may have a maximum of **FIVE WHITE NOTECARDS**, written on only one side for every speech. These notecards will be turned into me after class.
- **DO NOT** write your entire speech on the notecards; use only key words.
- If you go on an exotic vacation during the semester you will be required to deliver a two-minute presentation about it, complete with pictures. (I'm serious).
- Performative areas to work on:
  - Eye Contact
  - Posture
  - Poise
  - Vocal Variation
  - Volume
  - Conversational Tone / Extemporaneous Style

## ● **MAJOR CLASS ASSIGNMENTS:**

- **TESTING:** *Since the information we will be discussing is empirical in nature, I would like some indication as to how well you understand the material. Yes, that means a test. Since I have never been a big fan of lengthy tests, we will have a series of four short (10 question) quizzes throughout the semester that will draw from both the class discussions and text. Makeup tests are given ONLY in the event of illness (accompanied by a doctor's note) or verifiable personal emergency.*
- **NARRATIVE:** *This introductory speech is a chance to tell a story to our class. You'll utilize a chronological pattern of organization and have an opportunity to share a true story from your life with our in-class community.*
- **SPEECH OF TRIBUTE:** *You will have the opportunity to give tribute to someone outstanding! The speech should stimulate the audience's interest and desire to hear the speaker you are introducing. Include two source citations during the presentation. A finalized outline and reference page is due on the assigned speech day. 2-3 minutes. (See assignment. sheet for more details)*
- **Informative Speech** – *One typed outline is due on the assigned practice day. You will also turn in a FINALIZED outline, reference list, and ethics checklist on the day you speak. Prepare and present a **4-6 minute** demonstration speech. The primary goal for this presentation is to teach the class about something. Review Chapter 14 for what types of speeches fall into the informative category. (See assignment. sheet for more details)*
- **Impromptu Speech** – *You will be given a short prep period before speaking, one minute. To receive full credit, your speech must include an introduction, thesis, preview, three supporting points, and a conclusion, with research cited. In addition, the speech must be at least 2:30 and no more than 3:00 long. Don't Panic Yet – we will prep together as a class!*
- **Persuasive Speech** - *One typed outline is due on the assigned practice day. You will also turn in a FINALIZED outline, reference list, and ethics checklist on the day you speak. Prepare and present this **6-8 minute speech** as your final in Speech 1a. This speech must be about a controversial issue, if you are not sure if your topic is "controversial enough" check with me.*
- **Your Anthem** – *You will be required to choose a theme song for yourself for the semester. You should choose a song that gets you excited, makes you feel confident, happy, and invigorated. After all, it's your theme song! Your theme song will be played as you take the stage for each one of your speeches. Directions for providing your theme song will be provided in class. One person in our class will be our DJ for the semester. This student can earn 10 extra credit points for his/her DJ services.*

# Assignment Packet

1. Object Speech	Page 9
2. Speech of Tribute	Page 10
3. Narrative Speech	Page 11
4. Informative Speaking Assignment	Page 12
5. Classic Speech Outline	Page 13
6. Persuasive Speaking Assignment	Page 14
7. Persuasive Speaking Outline	Page 15
8. Research Project	Page 16-17
9. Speech of Tribute Evaluation	Page 18
10. Informative Speech Evaluation	Page 19;
11. Persuasive Speech Evaluation	Page 20
12. Checklist for Speech Success	Page 21

## **“Object that Represents Me” Speech #1**

*Your first speaking assignment is to bring in an object that represents you or is meaningful to you in some way.*

*You may choose to bring in an abstract object such as a carrot and tell us why you are like a carrot “I hide under the ground in some ways, because I am shy. But, once I start sprouting through I really make my presence known”*

### **GUIDELINES:**

**Time:** *This speech should be approximately 2 minutes in length. Time yourself at home to make sure you are within the time guideline.*

**Organization:** *This speech should follow the organization pattern listed below.*

*A. Intro:*

- a. What is the object?*
- b. Why did you choose this object?*

*B. Body*

- a. Detailed description of why the object represents you or is meaningful to you in some way.*

*C. Conclusion*

- a. Short Summary*
- b. Final words “Thank you”*

**Preparation:** *Your speech should make it clear that you have prepared, rehearsed, and put time into it.*

**Questions:** *Email me or come to office hours.*

## Speech of Tribute Assignment

### Speech #2

*We all have people in our lives that we think deserve credit for their greatness. This speech is your chance to honor someone that is important to you.*

#### **GUIDELINES:**

**TIME:** This speech should be **2-3 minutes in length**. Time yourself at home to make sure you are within the time guidelines.

**ORGANIZATION:** This speech should follow the “Classic Speech Outline” included in your syllabus. Type the outline into your computer exactly as it appears. Then, fill in each category with full sentences and your research.

**REFERENCES:** This speech should include at least **two** references. A reference page must be attached to each outline you turn in.

**VISUALS:** You are not required to bring a visual aid, but it is encouraged.

**PERFORMATIVE QUALITIES:** Focus on your skills in the following areas.

- A. Eye contact
- B. Volume
- C. Hand Gestures
- D. Poise
- E. Posture
- F. Use of Voice
- G. Use of Body

**ABSENCES AND MISSED SPEECHES:** All students must speak on the day they are assigned to speak. If you fail to speak on your assigned day, without documentation of catastrophic event, you will receive a zero.

## ***Narrative Speech Speech #3***

***We love listening to stories! Is this casual speech you will help the audience get to know you while recounting a narrative that involves... YOU!***

***TIME: This speech should be 2-3 minutes in length. Time yourself at home to make sure you are within the time guidelines.***

***ORGANIZATION and GUIDELINES: This speech should follow a natural narrative pattern (chronological). It should be a true story that happened to you. Please choose a story that is significant to you in some way. It can be funny, silly, serious, sad, or somewhere in between. Totally up to you. Please check in with me if you have any questions.***

***VISUALS: You are not required to bring a visual aid, but it is encouraged if it would support your presentation.***

***PERFORMATIVE QUALITIES: Focus on your skills in the following areas.***

- 1. Eye contact***
- 2. Volume***
- 3. Hand Gestures***
- 4. Poise***
- 5. Posture***
- 6. Use of Voice***
- 7. Use of Body***

***ABSENCES AND MISSED SPEECHES: All students must speak on the day they are assigned to speak. If you fail to speak on your assigned day, without documentation of catastrophic event, you will receive a zero.***

## **INFORMATIVE SPEAKING ASSIGNMENT**

## Speech #3

*Goal: The goal of this speech is to inform your audience. You are not attempting to persuade or make your audience do anything. You are simply informing us about a certain topic. Some informative speeches are demonstrative in nature, meaning you would demonstrate how to do something. Other speeches are simply informative and involving the passing on of ideas, concepts, or events.*

### **GUIDELINES:**

**TIME:** *This speech should be 5-6 minutes in length. Time yourself at home to make sure you are within the time guidelines.*

**ORGANIZATION:** *This speech should follow the “Classic Speech Outline” included in your syllabus. Type the outline into your computer exactly as it appears. Then, fill in each category with full sentences and your research.*

**NOTECARDS:** *All students are permitted a maximum of five 3x5 note cards, written on one side only. Your outline will not be permitted on stage.*

**REFERENCES:** *This speech should include at least **four** references, from at least two different types of sources, i.e. print, internet, book, scholarly journal, etc. A reference page must be attached to each outline you turn in. Remember, I decide what is credible and what is not. If you are concerned, check with me first.*

**VISUALS:** *You are required to have a PowerPoint /Prezi presentation that is supportive to your speech and useful.*

**PERFORMATIVE QUALITIES:** *This speech should demonstrate improvement in the following areas.*

- H. Eye contact
- I. Volume
- J. Hand Gestures
- K. Poise
- L. Posture
- M. Use of Voice
- N. Use of Body

**ABSENCES AND MISSED SPEECHES:** *All students must speak on the day they are assigned to speak. If you fail to speak on your assigned day, without documentation of a catastrophic event, you will receive a zero.*

## **CLASSIC SPEECH OUTLINE**

*Type this outline into your computer exactly as it appears below. Fill in each category in full sentences for speeches #2 and #3. **BOLD ALL HEADINGS.***

**General Purpose:**

**Specific Purpose:**

---

**Introduction:**

- I. Attention Getter:
- II. Motivation for Listening:
- III. Thesis Statement:
- IV. Preview of Speech (*1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc.*)

*Transition to body of Speech*

**Body**

- I. **First Main Point**
  - a. Analysis and Research
  - b. Analysis and Research

*Transition:*

- II. **Second Main Point**
  - a. Analysis and Research
  - b. Analysis and Research

*Transition:*

- III. **Third Main Point**
  - a. Analysis and Research
  - b. Analysis and Research

*Transition:*

**Conclusion**

- I. Summary of Main Points
- II. Throwback to Attention Getter

## PERSUASIVE SPEAKING ASSIGNMENT

### Speech #4 - Final

*Goal: The goal of this speech is to persuade your audience to DO something. This speech must be on a controversial topic. Controversial topics have a strong opposing argument. This speech is your final in this class. It is important to speak on a topic that you care about and genuinely believe in.*

#### **GUIDELINES:**

**TIME:** *This speech should be **6-8 minutes** in length. Time yourself at home to make sure you are within the time guidelines. Time guidelines will be strongly enforced.*

**ORGANIZATION:** *This speech should follow the “Persuasive Speaking Outline” included in your syllabus. Type the outline into your computer exactly as it appears. Then, fill in each category with full sentences and your research.*

**REFERENCES:** *This speech should include at least **six** references, from at least two different types of sources, i.e. print, internet, book, scholarly journal, etc. A reference page must be attached to each outline you turn in. Remember, I decide what is credible and what is not. If you are concerned, check with me first.*

**NOTECARDS:** *All students are permitted a maximum of five 3x5 note cards, written on one side only. Your outline will not be permitted on stage.*

**CITATIONS:** *This speech must include internal citations for every claim you make. If you don't cite it, it isn't true.*

**VISUALS:** *You are required to have a PowerPoint presentation /Prezi that is supportive to your speech and useful.*

**DRESS:** *Professional dress is strongly encouraged.*

**PERFORMATIVE QUALITIES:** *This speech should demonstrate improvement in the following areas.*

- O. Eye contact*
- P. Volume*
- Q. Hand Gestures*
- R. Poise*
- S. Posture*
- T. Use of Voice*
- U. Use of Body*

**ABSENCES AND MISSED SPEECHES:** *All students must speak on the day they are assigned to speak. If you fail to speak on your assigned day, without documentation of catastrophic event, you will receive a zero.*

## ***PERSUASIVE SPEECH OUTLINE***

*Type this outline into your computer exactly as it appears below. Fill in each category in full sentences for speeches #4*

### **Introduction:**

- I. Attention Getter:
- II. Motivation for Listening:
- III. Establishing Credibility
- IV. Thesis Statement:
- V. Preview of Speech (*1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc.*)

### ***Transition to body of Speech***

### **Body**

- I. Establishing the Problem
  - c. Analysis and Research
  - d. Analysis and Research
  - e. Analysis and Research

### ***Transition:***

- II. Establishing Opposing Viewpoints
  - f. Build-up and Breakdown
  - g. Build-up and Breakdown
  - h. Build-up and Breakdown

### ***Transition:***

- III. Call to Action
- IV. \_\_\_\_\_
  - i. Visualization / Solution: *how would your plan work?*
  - j. Specific Plan of Action: *what can we do?*

### ***Transition:***

### **Conclusion**

- III. Summary of Main Points
- IV. Reiterate Call to Action
- V. Throwback to Attention Getter

## ***Research Project***

Chapter 6 in your textbook outlines many different ways to gather information for your speeches. For this assignment you will be collecting research on a **sample topic**, for practice.

Your assignment is to gather research for a persuasive speech.

You will have this remainder of this class period to gather research in the school library.

Identify your topic, general purpose, specific purpose, and central ideas (main points). Then, gather the required number of sources from each category.

All sources must be cited in APA or MLA format.

*For help with sources citations, see the web link in your syllabus or visit [www.citationmachine.net](http://www.citationmachine.net)*

**For Formatting, PLEASE FOLLOW THE GUIDELINES EXACTLY**

**TOPIC:**

**GENERAL PURPOSE:** *To persuade*

**SPECIFIC PURPOSE:**

**CENTRAL IDEAS:** *(three main points).*

- 1.
- 2.
- 3.

**RESEARCH: Your research for this “sample” project should include**

1. **Three** Credible Internet Sources:
2. **Two** Credible Sources in Print (i.e. books, scholarly journals, etc.)
3. **Three** Other Credible Sources
4. Format this paper exactly as the sample in your syllabus indicates.
5. After **each** reference, write a short summary of the article, book, or webpage.
6. After the summary, write a short description of how and where you would use this research in your speech.

**SAMPLE:** *(this is an example of how you would format a single citation within the “credible sources in print” category).*

***Two Credible Sources in Print:***

**Stahl-Ricco, G. (2007). *How to care for your pony when you can hardly care for yourself*. San Francisco, Ca: Wilson Publishing.**

*This article discusses the very difficult task of caring for a pony when one suffers from depression. It discusses specific techniques for caring for ponies including washing, drying, and mental stimulation. The author criticizes earlier models of pony-care that focus on medication rather than cognitive therapy. The author concludes that newer models of pony-care are more appropriate for the current plight of ponies and their owners with depression.*

*I would use this research in my second main point where I compare and contrast current treatments for ponies with those that came before. This might also come in at my conclusion when I give a final push for people to take action for themselves and the ponies they love.*

**Stahl-Ricco, G. (2003) *Learning to grow potatoes in a basement*. Madison, WI: Pendleton Publishing**

*This book covers everything one needs to know about growing potatoes. Potatoes are a hearty food for ponies, but many people think they can't grow them because they don't have big gardens. This book points out that people can grow potatoes anywhere, even in a basement. There is a lot of good information about the nutrition of potatoes and why they are an ideal food for ponies.*

*I would use this research in the conclusion to address the opposition who say it's simply too expensive to care for ponies. I would use this info, to show that it is both cheap and easy.*

**Speaker:** \_\_\_\_\_ **Person of Tribute:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Time:** \_\_\_\_\_

### Speech of Tribute Evaluation

**Ω Ω ☀ ☀ ☀**

**Attention Getter:** Did the speaker grab your interest?

**Motivation for Listening:**

**Preview:** Was there a clear preview?

**Main Points:**

**Research:** Did the speaker cite references?

**Organization:** Did the speaker follow the classic speech outline including transitions?

**Areas for improvement:**

**Areas of excellence:**

**Speaker:** \_\_\_\_\_ **Topic:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**Time:** \_\_\_\_\_

## Informative Speech Evaluation

**Ω Ω ☀ ☀ ☀ ☀ ☀**

**Attention Getter:** Did the speaker grab your interest?

**Motivation for Listening:**

**Preview:** Was there a clear preview?

**Thesis:** Was the thesis clearly stated in one sentence?

**BODY OF THE SPEECH:** Discuss the speaker's development of their three main points.

**References:** Were credible references internally cited?

**Areas of excellence:**

**Areas for improvement:**

**Speaker:** \_\_\_\_\_ **Topic:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Time:** \_\_\_\_\_

### Persuasive Speech Evaluation



**Attention Getter:** Did the speaker grab your interest?

**Motivation for Listening:**

**Establishing Credibility:** Did the speaker state why he/she was credible and prepared. Did clothes, stance, and other artifacts also show credibility?

**Preview:** Was there a clear preview?

**Establishing the Problem:** Did you feel that a real problem existed? Was credible research utilized?

**Opposing Viewpoints:** Did the speaker adequately address opposing viewpoints?

**ACTION STEP:** Was the speaker's solution workable? Was the call to action powerful?

**Areas of excellence:**

**Areas for improvement:**

## Speech Checklist for Success

### Checklist for Speech Day

(ask yourself these questions **PRE-Speech Day**)

- Do I have a final copy of my outline with reference list attached in APA or MLA format?
- Is it stapled?
- Have I practiced, planned, prepared, and followed guidelines?
- Does it fit into the time frame, speaking at a comfortable, conversational pace?
- Have I dressed appropriately and professionally for the occasion?
- Is my gorgeous hair out of my eyes?
- Have I tested my power point and emailed it to our media liaison the night before my speech?
- Do I have my anthem and has it been verified with our DJ?

### Checklist for Thesis Writing

(ask yourself these questions **BEFORE** you turn your thesis in)

- Does it fit the assignment? Does it stay out of controversy if it's informative? Is it a controversial policy for our persuasive speech?
- Is it ONE sentence, not a fragment?
- Is it limited to one distinct idea?
- Is it short, concise, and simple?
- Can I accomplish it in the time allowed?
- Is it relevant, interesting to my audience?