

Monroe Community College

SPC 142 Public Speaking



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Welcome to SPC 142: Public Speaking!

Congratulations, you have chosen wisely! Public speaking is an important “life” skill. Not only may this course fulfill a graduation requirement, what you learn this semester will begin to work for you immediately and contribute to your success - whatever career you choose. Since it takes a bit of focus and effort to be your best, let’s work together to identify the strengths you may not realize you already have and how your presentations can be even better! (I can’t wait!!!)

This book has been designed to help you through the basics of speaking in public. It consists of the assignments for the semester, class content material that we will review together, and additional reference information about speaking. **You are encouraged to review/think about this material prior to each class and bring this text to class each day.** There are also assignments and additional material via the Blackboard (online) addendum of our course accessed at mcc.open.suny.edu with your MCC e-mail address and password.

Although there is no textbook to purchase for this class, you will need to have a **folder** to manage notes and additional handouts distributed in class, a **notepad** or memo/steno book for writing the “love notes” we pass after speeches, a **new SDHC card** and a stopwatch to time your speeches during your rehearsals. You will also need to do some research to find articles about techniques you may apply to your speaking.

How To Use This Book (my expectations of you)

- ◆ Read the five ***Prepared Speech Project Assignments*** as soon as possible and begin thinking about speech topics for each (Meaningful Message, Organized Icebreaker, Show Your Words, Persuade with Passion & Research, Emotive Storytelling). As you prepare your speeches, refer to the criteria/grading sheet for each assignment. (I will bring my own grading sheets to class so you can keep yours in your book.)
- ◆ Use the internet to supplement your reading to help you add to your knowledge and improve your skills as well as to write the assigned ***Article Application Papers***. There is more information about valid references on the ***Resources*** page (the last page of this book). Be sure to work ahead of deadlines so you can find tips before you speak that you may incorporate into your presentations.
- ◆ All ***prepared speech project assignments*** are listed together as noted in the contents below. Additional assignments are printed in bold and/or italicized throughout the contents listing/book.
- ◆ Course content (to be discussed in class as well as information for assignments) is listed below with page numbers indicated. Use this contents/page listing as a guide to find the information you need.
- ◆ Follow the syllabus to keep up with our agenda and the concepts we will discuss during each class. Preview material prior to coming to class.
- ◆ This book is available on the Blackboard site of our course.

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Article Application Papers

The curriculum of our course is designed as a practical, artistic approach to speaking. The art of speaking implies that one size does not fit all. The majority of your time should be spent on building your skills and developing your speaking style, which includes preparing and practicing your speeches. To support your efforts, these *Article Application* assignments require you to find and reflect upon outside literature to further your understanding and, ultimately, add to your skill toolbox. Therefore, three (3) *article application* papers are due at different points throughout the semester (see syllabus for deadlines) to help you consider how the information you read may be used in your formal presentations.

Prepare to write...

For each Article Application, choose one topic from the list and find a published article* by a credible author who offers thoughts, tips and how-to advice about the topic you choose.

*Suggested resources are listed on the last page of this text.

| Paper 1 (Choose 1) | Paper 2 (Choose 1) | Paper 3 (Choose 1) |
|--|---|--|
| <ul style="list-style-type: none"> • <i>Fear/Anxiety</i> • <i>Brainstorming Ideas &/or Speech Writing</i> • <i>Speech Preparation &/or Practice</i> | <ul style="list-style-type: none"> • <i>Body Language</i> • <i>Multimedia Presentations</i> • <i>Prop Use in Presentations</i> | <ul style="list-style-type: none"> • <i>Vocal Care</i> • <i>Vocal Variety</i> • <i>Storytelling</i> |

Writing Task...

- 1) Describe your thoughts, skills and experiences about the topic you selected. (2 points)
- 2) Paraphrase (do not quote) and annotate the most helpful/interesting 1-2 point(s) from the article (choose only one or two ideas). Explain why you chose the point(s) from the article by describing how it has or can help you be a better speaker; has not worked for you; changed your view about speaking, etc. (All of these may not apply.) (3 points)
Reference/list the title, author and source of the article. (2 points)
- 3) Apply/explain a specific** example of a speaker you have seen (*live or video*) who has or has not demonstrated one of the points from #2 above and be sure to: (3 points)
 - a) identify the speaker (yourself, a teacher, classmate, comedian...) & add a reference if found online;
 **Use a specific, not hypothetical, example. Do not use the example from the article.
 - b) describe how this person used/did not use the tip(s) offered in the article; and
 - c) explain how the tip (could have) helped the presentation.
- 4) Explain at least one thing you will do differently the next time you speak as a result of this reflection. (3 points)

Format (*Presentation matters! Papers may not be accepted if format is not followed.*) (2 points)

- 1 – Include your name, course and section number (see syllabus) on your paper.
- 2 – Type your work, double-spaced, with 1-inch margins and 12-point type size.
- 3 – Use formal college-level writing with proper grammar, spelling, punctuation, paragraphs, etc.
 The **Rule of 5** applies to these papers (see syllabus).
- 4 – Staple your paper. (I do not carry a stapler.) No clips, folders or dog-eared papers accepted.
- 5 – Proofread and be pithy.

Deadlines - *Papers may be submitted early. Late papers are not accepted and will result in zero points. Papers are due at the start of class.* See syllabus schedule for specific due dates.

NOTE: You may submit **one extra Application Paper** on a topic not chosen for the assigned work above. I will not talk about this so simply follow the directions above. If extra credit is submitted and then an assigned paper is submitted using the same topic, the extra credit will be forfeited. (Two papers on the same topic will not be read. Only the first grade will count.) Extra credit work must be submitted no later than the due date of *Article Application Paper 3* listed on the course syllabus. No exceptions will be made.

Meaningful Messages

Objectives:

- 1) To practice speaking in front of the class;
- 2) To speak from the heart, not from the page (no notes will be allowed);
- 3) To share with the class something of interest to you.
- 4) To manage your timing.
- 5) To receive baseline feedback related to speaking strengths and improvement opportunities.

Time: 1 - 2 minutes (Goal: **1 minute, 30 seconds**)

1. Select a poem, quote, anecdote or speech excerpt that is meaningful to you and memorize the passage. The piece you select should take 30 seconds – 1 minute to present to the class.

*NOTE: Music lyrics are **not** to be used for this assignment.*

2. Write your own thoughts about the passage you selected. Consider why you chose it, what meaning it has for you, an experience it reminds you of, how it makes you feel, etc. Your thoughts about the piece you select should take 30 seconds – 1 minute to present to the class.
3. Practice and rehearse your entire speech (memorized piece and your own thoughts) out loud, and be prepared to present your full presentation to the class without using notes! Be sure to give credit to the author of your memorized passage.
4. **Type** the speech (memorized passage and meaning it has for you) in paragraph format, double-spaced with at least one inch margins. Be sure to check your punctuation, spelling (spell check is NOT always accurate, but it is a good place to start) and include your name. You will hand in your typed speech prior to your presentation. I will return this to you with comments about your presentation, including what you did well and how you can improve. This will be the basis of our public speaking work together.
5. Your classmates will be asked to offer you feedback regarding what they liked about your presentation. (Don't forget to purchase your notepad!)

TIPS:

- 1) Choose a passage that moves you!
- 2) After practicing using your notes, rehearse out loud at least ten (10) times without your notes.
- 3) Watch your time! Edit and rehearse your presentation to meet the 1½ minute goal.
 - a) Choose a passage that takes you at least 30 seconds to present, but not more than one minute.
 - b) Add or omit some of your comments about the passage's meaning so this part takes at least 30 seconds, but not more than one minute to present.
 - c) Include pauses in your speech so you do not rush through the presentation.
 - d) Breathe, smile and have fun!

Meaningful Message Examples

Please do not use these, but instead find your own meaningful passage.

Attitude

The longer I live, the more I realize the impact of attitude on life. Attitude is more important than the past, than education, than money, than circumstances, than what other people think or say or do. It is more important than appearance, giftedness or skill.

It will make or break a company, a church, a home.

The remarkable thing is, we have a choice every day regarding the attitude that we will embrace for that day. We cannot change our past. We cannot change the fact that people will act in a certain way. We cannot change the inevitable.

The only thing we can do is play on the one string we have, and that is our attitude.

Charles Swindoll, *Strengthening Your Grip (Word/Insight for Living)*

Success

To laugh often and much, to win respect of intelligent people and the affection of children;
To earn the appreciation of honest critics and endure the betrayal of false friends;
To appreciate beauty, to find the best in others;
To leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition;
To know even one life has breathed easier because you have lived.
That is to succeed.

Ralph Waldo Emerson

Instructor's Feedback

Name: _____

Congratulations on your first speech! Simply standing before the class to speak is something to be proud of for sure. Together, we'll spend the semester "polishing" your presentation style. Here is some feedback about your presentation upon which we will build your public speaking skills.

| <i>Presentation Criteria</i> | <i>Feedback</i> | |
|--|--|--|
| Audience Address (acknowledge the audience and dignitaries) | Included at the start of the presentation Yes _____ No _____ Remember to begin after applause ends _____ | |
| Choice of Message | Appropriate for the Audience - Yes _____ No _____ Time Appropriate for Assignment - Yes _____ No _____ | |
| Presentation from Memory | Prepared/No Prompting Required _____ Prepared/Little Prompting Offered _____ Needs More Preparation/Practice _____ Script was not submitted _____ | |
| "Meaningful" Remarks | ___ Applies to Quote ___ Organized ___ Meaningful | ___ Explain quote connection ___ Add an example/story |
| Body Language/Mannerisms | Strengths: ___ smile connects ___ eyes build rapport ___ confident posture ___ gestures support ideas | Suggestions: ___ match expression to content ___ maintain eye contact ___ keep feet still/move with purpose ___ keep hands apart for use |
| Vocal Variety | Strengths: ___ easy to hear ___ pace offered think time ___ emotional pitch/believable | Suggestions: ___ add volume ___ end of sentences ___ add pauses after points |
| Number/Type of Fillers | | |
| Call-To-Action Closing | Action-oriented: Yes - _____ No - _____ | |
| Total Time Use (Goal: 1 minute, 30 seconds) | | |

“Organized Icebreaker” Speech

Objectives:

- ☞ To begin speaking before an audience.
- ☞ To prepare and present an organized and creative self-reflection.
- ☞ To identify strengths and opportunities in your speaking style.
- ☞ To introduce yourself to the class via an informational speech.

TIME: 4-6 minutes (Goal: 5 minutes)

The general subject of this talk is YOU! The objective is to have the audience learn who you are. Since that topic is too broad for a speech of about 5 minutes, choose either a defining story about your life or select two - three aspects of your life that will give your audience insight and understanding of you as an individual. You might tell the audience about your family, work and life goal and tie these ideas together using a common theme, such as helping others or never giving up. Whatever you discuss, be sure the main character is you! ***This speech is a creative, themed self-reflection, not a “list” about your life.***

Like any good story, your talk needs a strong **beginning and end**. Try to create an interesting opening sentence or question that captures the audience’s attention and relates to the main idea of your speech. Remember, there should be a common theme that runs through the entire speech so you avoid listing your life’s events. The conclusion should refer to your opening and tie the entire speech together, along the theme you have chosen. Be creative. Your goal is to create a **well-organized** speech that allows your audience to easily follow along and learn a little bit about your life. Be sure your main ideas are audience appropriate. Think about which organizing method will best support your speech purpose and content.

Notes? If you are the only person in this room who knows you best and this speech is about you, why would you need a “crutch” to remember what to say? For this speech you will NOT be able to speak from a script, note cards or an **outline**. Be sure to prepare by writing a script, practice your ideas for timing using an outline to help you learn what you want to say (refer to this text for outline format) and rehearse for confidence. Note that writing for the spoken word requires a more casual style of writing. Do not try to memorize word-for-word since you want to be more fluid in your delivery. **Practice mainly from the final, key phrase, one-sided sheet of paper outline using it to remind you about your points then rehearse without your notes. Though you are not to use an outline while presenting to the class, you must submit the script and outline for this speech on the first day presentations begin in class.**

The ideal length for this speech is 5 minutes. We will use timing flags as notification of your elapsed time. Your minimum expected time is 4 minutes and your maximum is 6 minutes. You will see a green flag (turtle) held up at the 4-minute mark; a yellow flag (bull’s-eye) at the 5-minute mark, and a red flag (rabbit) at 6 minutes. You will then have an additional 30 seconds beyond the 6-minute mark to complete your final words before applause begins. This is critical in order to provide each student adequate time to speak. **Do NOT guess at the timing of your speech!** Practice and edit your speech to fit within the time requirements in order to know when to expect each timing flag during your presentation!

Be ready by doing plenty of practice and rehearsal! **Rehearse without notes**, OUT LOUD, visualizing our room and the class as your audience as you speak. Notice where pauses should fit for audience response, concentrate on the flow of your words and any natural gestures that emerge. Rehearse until you are comfortable. Don’t worry about being perfect or matching your script word-for-word. You know this topic (YOU!) so use the script and outline as a guide and just speak from your heart. Rehearse without notes at least TEN (10) times so you become quite comfortable.

Enjoy sharing some aspect about your life with us! We look forward to learning about you. Remember, if you have fun – so will we! (I can’t wait!)

Instructor's Feedback

Speaker: _____

POINTS (MAX)

PRESENTATION CRITERIA & FEEDBACK

- (1) Introduced with credibility/qualified statement _____ Do not reveal purpose of speech
 _____ Why are you qualified to speak about this topic?
- (1) Audience Address
- (2) Attention Getting Opening _____ start strong without preview
 _____ do not give speech away in the beginning
 _____ pause after opening so we can think/respond
- (1) Audience Appropriate
- (3) Topic Organization
 _____ learned about you _____ add more self-reflection
 _____ easy to follow _____ use one method to organize
 _____ too broad/more narrowly focus speech purpose
- (3) Examples/stories/facts
 _____ Supported points _____ Avoid listing ideas
 _____ Added depth to points _____ Add details to examples for clarity
 _____ Be sure examples support points
- (2) Logical, smooth transitions
- (2) Hand/Arm/Facial Gestures and Body Movements
 _____ eyes connect us _____ maintain eye contact _____ esp. during transitions
 _____ hands available/support words _____ keep hands apart _____ off of clothes _____ off of body
 _____ confident posture _____ use space purposely _____ keep feet on floor to prevent rocking
 _____ used space w/ purpose _____ stand tall to avoid leaning _____ balance body _____ uncross legs
 _____ well dressed
- (2) Vocal Variety (volume, articulation, pace)
 _____ clear _____ conversational _____ pause between ideas to allow more think time
 _____ sincere _____ passionate _____ no need to be perfect/feel your words
 _____ pace allowed think time _____ add volume/ _____ esp. at end of sentences using diaphragm
 _____ easily heard _____ beware of grammar errors
 _____ managed emotions professionally
- (3) Fillers (**3 points** = ≤ 5; 2=6-10; 1=11-15; 0=16+)
- (2) Clear and Direct Call-to-Action Closing
 _____ Add a specific "so what?" for the audience
 _____ Do not thank the audience at the end
- (3) Timing (3 points = **4-6 minutes**; 2=3-7, 1=2-8, 0=outside 2-8 range)

Total Score (25 maximum points)

“Show Your Words” Speech

Objectives:

- ◆ To learn how to control and use your body and gestures during a speech.
- ◆ To use words and body language to explain something, without the aid of notes.
- ◆ To demonstrate the effective use of props, if needed, for an effective speech.

TIME: 5-7 minutes (Goal: 6 minutes)

When they are controlled and used effectively, body language and props add a dimension to speaking that allows the listener to gain a better understanding of the specific meaning of the topic than words alone. This speech is designed for you to use your body and simple props (if needed) to help explain your words. The topic for this speech can be a demonstration of a skill or talent you possess, or it can be a story told using body language (and props, if they will help) to enhance and clarify your words.

Body language is a natural extension of a person’s speech and can include many things, such as:

- ◆ facial expressions, including eye contact;
- ◆ arm and hand gestures;
- ◆ moving the body (torso, shoulders, legs); and
- ◆ the use of physical space.

Body language can be used to **describe** what you are talking about such as when you discuss the size of a ball, in which direction a person walked and your body position while skiing.

The **emphatic** use of body language underscores the importance of a comment being shared such as when you slam your fist on a table to signify anger, hold your arms up over your head to describe the end of a gymnastics act and when you pound your foot demonstrating steadfastness.

Suggestive body movements/gestures offer what is unspoken and intended when you hold your hand up and open as if to receive, when you shrug to say you are puzzled and wave to say hello or goodbye.

The use of **prompting** gestures encourages action, thought or words. Some examples include the index finger crawl to call someone closer, holding your hand up and open to tell someone to stop and a wave to hail down a cab.

Props/Visuals

Props and visuals are tricky to use. Use them only if they are needed, such as if you demonstrate the swing of a golf club, a song played on the violin, a wrapped birthday gift or the specific way Grandma makes cookies. Any props/visuals should be large enough to see from all angles and the back of the room, simple enough to be understood easily (don’t make your audience work to understand) and used in a way that does not distract or take attention away from you when speaking. If you do use props/visuals, remember:

- ◆ they should be large and simple – everyone should be able to see and understand them easily.
- ◆ do not pass them around – it’s too distracting.
- ◆ hold it up for all to see only when it’s necessary to see;
- ◆ practice with the prop/visual – it takes some choreography to pick up and place down (and it takes time);
- ◆ have a back-up (contingency) plan in case something goes wrong (equipment can malfunction and balls bounce away from you).
- ◆ prepare ahead – you will set up your props before your speech begins so time is not wasted and your confidence is at peak performance!

When using your body language and props, let your words be your guide. Consider what movements would naturally support your spoken word and add clarity. Don’t force a gesture or visual, use one because you think you need to or make something fit – it will look unnatural. Remember, confidence and the effective use of body language and props/visuals come from practice. When used well, the audience sees you as a more credible and dynamic speaker with a clear and specific message to share. To do so, however, you must believe in what you are saying, feel confident (rehearsed!) and show what you mean by using these techniques in a prepared, practiced and well-timed manner.

Instructor's Feedback

Speaker: _____

POINTS (MAX)

PRESENTATION CRITERIA & FEEDBACK

- (1) Introduced with credibility/qualified statement _____ Do not reveal purpose
_____ Why are you qualified to speak about this topic?
- (1) Audience Address
- (2) Attention Getting Opening _____ start strong without preview
_____ do not give speech away in the beginning
_____ pause after opening so we can think/respond
- (2) Organized (Open, Body, Close with logical, smooth transitions)
- (2) Clear and specific language
_____ Add details for clarity, depth & understanding of main ideas/explanations
_____ Use specific language/descriptors to guide delivery (body language)
- (3) Posture/Body Movements/Use of Floor Space
_____ confident posture _____ use space purposely
_____ used space w/ purpose _____ stand tall to avoid leaning _____ balance body
_____ well dressed _____ keep feet on floor to prevent rocking _____ uncross legs
- (2) Facial Gestures
_____ eyes connect us _____ maintain eye contact _____ esp. during transitions
_____ smile engages us _____ spread eye contact to engage full audience (esp. _____ left/ _____ right)
_____ expression matched content _____ avoid expressions of mistakes (keep your secret)
_____ look at audience, not props
- (2) Hand Gestures (prop use, if any)
_____ hands support words _____ keep hands apart _____ off of clothes _____ off of body
_____ hands were kept available _____ hold props higher/longer for us to clearly see
_____ props were clearly used _____ put props down when done using them
_____ large enough to see
- (2) Vocal Variety (volume, articulation, pace)
_____ clear _____ conversational _____ pause between ideas to allow more think time
_____ sincere _____ passionate _____ no need to be perfect/feel your words
_____ pace allowed think time _____ add volume/ _____ esp. at end of sentences using diaphragm
_____ easily heard _____ pause when using prop
_____ managed emotions professionally _____ beware of grammar errors
- (3) Fillers (**3 points** = ≤ 4 ; 2=5-9; 1=10-14; 0=15+)
- (2) Clear and Direct Call-to-Action Closing
_____ Add a specific "so what?" for the audience
_____ Do not thank the audience at the end
- (3) Timing (**3 points** = **5-7 minutes**; 2=4-8, 1=3-9, 0=outside 3-9 range)

 Total Score (25 maximum points)

“Persuade with Passion and Research” Speech

Objectives:

- ◆ To use vocal variety to convince the audience of your sincerity and conviction re: a subject you understand well.
- ◆ To persuade an audience to think or act a certain way by documenting specific reasons (citing sources).
- ◆ To understand the mood and feeling of your audience (rhetorical devices) and use that to meet your objectives.
- ◆ To use all the techniques you have learned so far.

Time: 6 – 8 minutes (Goal: 7 minutes)

Speaking with sincerity helps to move the audience to think or act in a certain way. During this speech, you should convince your audience to take your point of view on a topic important to you. Do this by conveying your feelings, knowledge and ideas with strong conviction, fact, honesty and passion. Consider rhetorical devices by which the audience may be persuaded. Use referenced sources to back up your plea. Be natural, respectful and assertive.

Choose a subject that has meaning for you. Your topic should be something you believe in, would appeal to a diverse audience and can be supported by documented research. Avoid being too controversial – it’s most difficult to change attitudes and behaviors toward a controversial point of view through one speech. Instead, choose something that meets the needs of many – something that your particular audience would have interest in and with which they would already be familiar and/or easily educated about through your facts and stories.

Be sure to cite the sources you use to persuade your audience. These supportive, researched ideas can include: facts, quotes, stories/anecdotes, interview material, etc. Be sure you cite where your material came from by including the source information as part of your speech just prior to sharing the material. You should have at least **2-3 credible sources** for this speech (NOTE: Wikipedia is not a credible source.)

Examples:

- ◆ According to Webster’s dictionary, the term “conviction” as used here, means a strong persuasion or belief.
- ◆ When preparing for a speech, use the same advice management consultant and author of The Pursuit of Wow!, Tom Peters, suggests using to prepare for a business meeting, “*the rule of thumb is one hour of preparation for every minute of a client meeting.*”
- ◆ In the October 2011 issue of the *Journal of American Academy of Pediatrics*, at pediatrics.aappublications.org, Dr. Karen Judy notes in her article titled “Unintentional Injuries in Pediatrics” that 20 children die each day due to injuries that are preventable.

Speak with confidence! You are familiar with and strongly believe in this topic. This will enable you to focus on what you’re saying. This is critical to changing the attitudes and actions of others. You want your enthusiasm and confidence to rub off on your audience.

Use body language to emphasize major points. Show enthusiasm and vitality. Use body language to demonstrate your conviction. Be sure to focus on your material and eliminate mannerisms that erode credibility. Keep any props you use simple, visible and supportive of your point of view. Often it’s what you do, sometimes more than what you say, that persuades.

Choose your words carefully! Paint vivid word pictures that bring the audience to your point of view. Give them something to visually remember through your words. Be clear and specific without fillers that distract from your message. Articulate each word and speak clearly with varying vocal variety (pace, volume, pitch) to increase interest, support your point and ensure your audience can understand each word.

Be positive! Bold statements telling the audience what they should do will stir them to action. Criticism and excuses will not be motivating, in fact, it may push your audience away from your point of view. Be confident, respectful and assertive. Most of all, inspire your audience to act.

Instructor’s Feedback

Speaker: _____

POINTS (MAX)

PRESENTATION CRITERIA & FEEDBACK

- (1) Introduced with credibility/qualified statement _____ Do not reveal purpose
 _____ Why are you qualified to speak about this topic?
- (1) Audience Address
- (2) Attention Getting Opening _____ start strong without preview
 _____ do not give speech away in the beginning
 _____ pause after opening so we can think/respond
- (2) Audience Analysis
 _____ Choose a topic appropriate for this audience
 _____ Use rhetorical devices to persuade (logos/logic; pathos/emotion; ethos/credibility/pers. story)
- (2) Organization/Support
 _____ Easy to follow _____ Narrow speech purpose to more easily support
 _____ Examples supported points _____ Add examples/stories for depth
 _____ Research supported points _____ Add details for clarity
- (3) Reference Sources Cited (2-3 required: full reference/proper order)
- (3) Body Language/Hand/Arm/Facial Gestures/Room Use
 _____ confident posture _____ use space purposely
 _____ used space w/ purpose _____ stand tall to avoid leaning _____ balance body
 _____ well dressed/believable _____ keep feet on floor to prevent rocking _____ uncross legs
 _____ eyes connect us _____ maintain eye contact _____ esp. during transitions/thinking
 _____ expression matched content _____ avoid expressions of mistakes (keep your secret)
 _____ hands support words _____ keep hands apart _____ off of clothes _____ off of body
 _____ props (if any) well used
- (3) Vocal Variety (volume, articulation, pace)
 _____ clear _____ conversational _____ pause between ideas/facts/data to allow more think time
 _____ sincere _____ passionate _____ slow to articulate consonant/vowels/words
 _____ pace allowed think time _____ add volume/_____ esp. at end of sentences using diaphragm
 _____ easily heard _____ say proper nouns slowly/loudly
 _____ managed emotions professionally _____ no need to be perfect/feel your words
 _____ beware of grammar errors
- (3) Fillers (**3 points** = ≤ 2; 2 = 3-5; 1 = 6-8; 0 = 9+)
- (2) Call to Action/So What?
 _____ Do not thank the audience at the end
 _____ End with one clear challenge
- (3) Timing (3 points = **6-8 minutes**, 2 = 5-9, 1 = 4-10, 0 = outside 4-10 range)

 Total Score (25 = maximum points)

“Emotive Storytelling” Speech

Objectives:

- ◆ To take the audience on a journey to another place and/or time.
- ◆ To share a real life, personal experience you have had as if you’re talking one-on-one.
- ◆ To experiment with words, voice & body so as to create pictures through vivid descriptions/imagery.
- ◆ To explore how powerful stories can have a lasting effect on people.
- ◆ To use all the techniques you have learned so far ***WITHOUT NOTES (of course)*** to entertain/motivate/inspire the audience!

Time: 5 – 7 minutes (Goal: 6 minutes)

Storytellers create reality with their words and body movements. **Stories are the most powerful tool** a speaker has often because stories tend to trigger emotions. Stories are what audiences remember most about a presentation. This is because everyone can relate to a speaker who can take their audience on a mental trip through the effective choice and delivery of words and movement.

For this speech, choose an experience you have had and want to share. By now you know that stories are most credible when told from the heart, so use your own experience and observations as the foundation. For ideas, review personal photos, read journals you have written and talk to family members and friends about your life experiences.

- ◆ Choose an experience to share where something happens. Identify a problem or conflict that is resolved by the end of the story. The problem should be easily recognizable and well explained to develop audience empathy and/or suspense. This should not simply be a list of events.
- ◆ If it’s important and adds value, begin by describing the location/setting, time and characters. Explain your characters so they come alive for your audience. Limit the number of characters to two or three so you and the audience don’t become confused. Obviously, the problem within your story should be one in which your characters are involved – that’s why they are part of the story.
- ◆ Be sure to clearly describe what happens as your story unfolds. As you tell your story, remember you are sharing it with the intention of putting us in the scene. Consider closing with a surprise/twist.
- ◆ Remember the use of rhetorical devices, such as metaphors, analogies, emotional ploys when telling your story to help the audience become involved.
- ◆ To end, you must have a moral to present as a result of your experience. It does not have to be complex, just something we can take away from the story and apply to our own lives. For some stories, the moral is easy to identify and sometimes it comes well after the speech has been developed.
- ◆ After your outline and story are written, fill it in with colorful, descriptive (adjectives) words. Be explicit, using detail to create mind pictures for your listeners when ideas need to be clearly understood. Use gestures and your voice to make your descriptions come alive. Be sure not to be too overdone with words or body language so you’re not distracting or unbelievable.
- ◆ Write out your speech and an outline and begin rehearsing right away. Be sure your story is logically told without tangential remarks. As you practice, at least ten times, **OUTLOUD**, without your notes, don’t be “married” to the specific words you wrote. Practice your gestures, eye contact and vocal variety – adding emphasis to areas in your story that need to be remembered.

Have fun! When you have fun so does your audience. This is your last speech – give it your best! Stretch yourself beyond your comfort zone! Try something new and/or perfect the skills you want to develop most!

Instructor's Feedback

Speaker: _____

POINTS (MAX) PRESENTATION CRITERIA & FEEDBACK

- (1) Audience Address
- (2) Attention Getting Opening
 - ☐ start strong without preview
 - ☐ do not give speech away in the beginning
 - ☐ pause after opening so we can think/respond
- (3) Characters/Plot Development/Organization
 - ☐ Develop plot/add depth to fully tell story ☐ Describe characters
 - ☐ Add details to add clarity, depth & aid understanding of main ideas/explanations
 - ☐ Simplify story to allow audience to more easily follow scenes/actions
- (3) Body Language/Hand/Arm/Facial Gestures/Room Use
 - ☐ confident posture ☐ use space purposely
 - ☐ used space w/ purpose to tell the story ☐ stand tall to avoid leaning ☐ balance body
 - ☐ expression matched content ☐ keep feet on floor to prevent rocking ☐ uncross legs
 - ☐ eyes connect us ☐ maintain eye contact ☐ esp. during transitions
 - ☐ hands support words ☐ avoid expressions of mistakes (keep your secret)
 - ☐ props well used/helped create realism ☐ keep hands apart ☐ off body
 - ☐ put props down when done
- (3) Vocal Variety (volume, articulation, pace)
 - ☐ clear ☐ conversational ☐ pause between ideas to allow more think time
 - ☐ sincere ☐ passionate ☐ use punctuation to pace words
 - ☐ pace allowed think time ☐ add volume/ ☐ esp. at end of sentences using diaphragm
 - ☐ easily heard ☐ dramatic ☐ no need to be perfect/feel your words
 - ☐ managed emotions professionally ☐ say proper nouns slowly and loudly
 - ☐ voices/sound effects added interest ☐ beware of grammar errors
- (3) Fillers (**3 points = 0**; 2 = 1-2; 1 = 3-4; 0 = 5+)
- (5) Word Usage
 - ☐ Create more mental pictures using vivid descriptions
 - ☐ Include rhetorical devices (logic/metaphors/emotions) to involve audience
 - ☐ Explain actions clearly ☐ Add descriptors
 - ☐ Appeal to senses
- (2) Call to Action/So What?
 - ☐ Avoid a cliché closing transition
 - ☐ End with one clear challenge
 - ☐ Do not thank the audience at the end
- (3) Timing (**3 points = 5-7 minutes**, 2 = 4-8, 1 = 3-9, 0 = outside 3-9 range)

Total Score (25 = maximum points)

Public Speaking: What is it and why do it?

Define public speaking.

Public speaking is the act of _____ speaking to _____.

It is a more _____ presentation than interpersonal and small group, bound by specific _____ and _____.

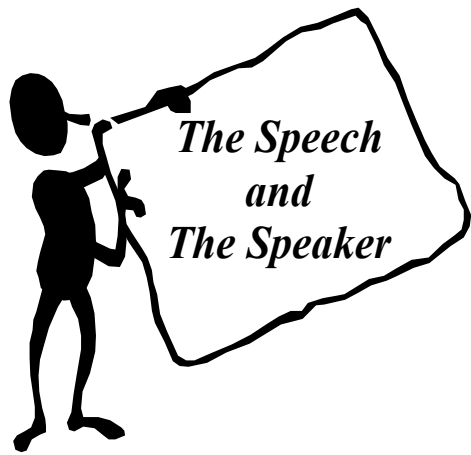
Public presentations are more _____ - _____, rather than interactive, and _____ is more subtle.

Effective public speaking is a _____ that takes _____, _____, _____ and _____ delivery.

List different types of Public Speaking opportunities.

Describe the benefits of being an effective public speaker.

Explain why most people are fearful of public speaking.



Describe the characteristics of a “good” **speech**.

List some characteristics of “effective” **public speakers**.

Hint: The role of an *effective* public speaker is an active one.

Think of the speakers you have seen/heard.

What type of speaker do you want to be?

(Choose one column)



Active Speaker

Focused on the audience

Affects the situation

Success = audience reaction/satisfaction

Cooperates with the audience

Naturally enthusiastic

Packages the presentation for the audience

Speaks to benefit audience

Interacts with audience

Adjusts to the situation, improvises as needed

Knows language is variable/interpreted

Self-monitors whole package

Accepts responsibility for success

Responds/Chooses

vs.



Passive Speaker

Focused on self

Affected by the situation

Success = delivering the information

Competes with the audience

Apathetic, nervous or forced

Packages the presentation for self

Speaks to benefit self

Talks at audience

Memorizes, reads, sticks to script

Assumes language is understood

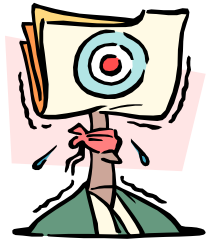
Concerned about verbal message only

Identifies barriers to success

Reacts/Impulsive

The truth about fear...

#1 Fear of Americans is: _____.



The mind is a wonderful thing...it often stops when you need it most.

Fear is real. It physiologically affects us: speeds heart rate, makes us perspire and, in the most severe cases, causing us to faint. Why? Perhaps because we want to come across to our audience as best we can and we believe that we may not. The interesting thing about this is that our audience wants us to do well too. They want to learn and make the most of their time. All we have to really do is prepare for the presentation as an *active speaker*. Then, practice, practice, practice and rehearse even more!

Consider Reason, Logic and Validity

Rational Fears:

Irrational Fears:

Mental Laws that Affect Attitude & Behavior - *It's All In Your Mind...or is it?*

The Law of Belief

Whatever you believe, with feeling, becomes your reality.

You act in a manner consistent with your beliefs.

The Law of Subconscious Activity

Whatever you plant in your mind, positive or negative, the subconscious mind goes to work immediately to bring it into reality.

The Law of Control

You feel good/positive about yourself when you believe you are in control of your life.

You feel negative about yourself when you believe you are not in control of your life.

The Law of Habit

In the absence of a specific decision to change some aspect of your life, your tendency will be to go on the same way indefinitely. (Repeat _____ times for a new habit.)

The Law of Expectation (Self Fulfilling Prophecy)

You get what you expect.

"The greatest discovery of my generation is that humans can alter their lives by altering their attitudes."

William James

The Conscious/Subconscious Mind

based on *The Stick Man* by Bob Proctor, Presenter

Conscious Mind – awake and aware

1 –

2 –



Subconscious Mind

1 –

2 –

(Re)Programming the Subconscious

1 –

2 –

3 –

“We become what we think about.” – Earl Nightingale

Positive Self Affirmations are positive thoughts or _____ you say to yourself

or **out loud** about _____ that you want to be true.

1 – Use personal “I” language

2 – Be positive

3 – Use present tense (am/feel vs. will/hope)

4 – Be passionate and believable

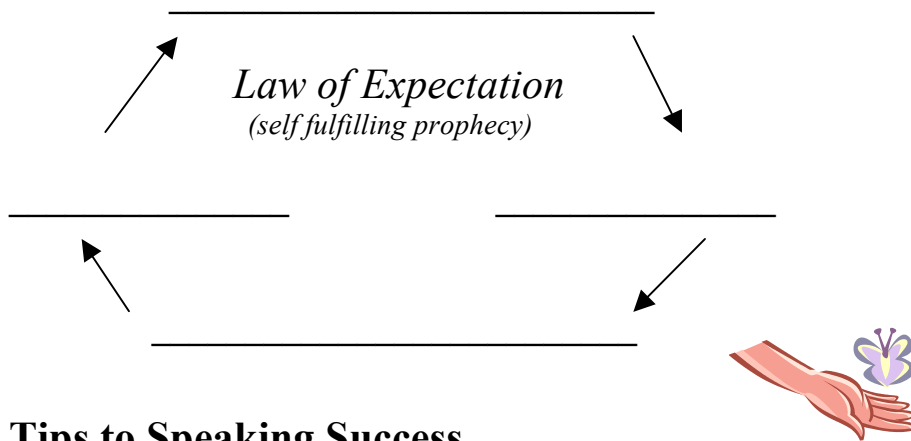
5 – Visualize success

***I am
the best
I can be!***

Positive affirmations help us focus. Action is what produces results.

Circle of Behavior

“The last of the human freedoms is to choose one’s attitude in any given set of circumstances.” Victor Frankl



Tips to Speaking Success

Control fear by consciously arranging the butterflies into formation.

1. Realize that you are not _____ in your nervousness.
2. Know you appear much more _____ than you feel.
3. Speak about a topic you _____ and _____.
4. _____, _____ and _____.
5. _____ for success.
6. _____, _____, _____.
7. Know your _____ wants you to succeed - use them!
8. _____, _____, _____.
9. Before, during and after you speak, _____ and _____.
10. Focus on _____ you’re saying, not the fact that you _____ saying it.
11. Be _____, not _____.
12. Holding back is _____. Speaking is _____ about you, it’s about _____.
13. Have _____!!

A - _____

T - _____

T - _____

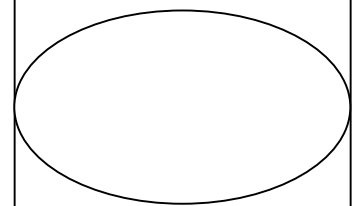
I - _____

T - _____

U - _____

D - _____

E - _____



“An archer hits the target partly by pulling and partly by letting go.” Anna Pavlova

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Breathing from the Diaphragm

The heart of vocal quality rests with breathing!

Breathing satisfies at least two purposes when public speaking:

- 1.
- 2.



However, effective breathing for speaking is often not the same as the breathing we do daily to sustain life.

Relaxation Exercises

1. Hold on to your chest cavity by placing your hands around your rib cage.
2. Stand up straight and tall with your legs shoulder width apart.
3. Take in a deep breath through your nose and throat.
4. With your hands, feel your breath expand your lower abdominal muscles, the small of your back and your ribcage area.
5. Hold that breath for 2-3 seconds.
6. Exhale slowly with a 5-10 second “blowing” sound.

Voice Projection Exercises

1. Follow steps 1-4 above.
2. Exhale making a snake’s “hissing” noise. Repeat.
3. Continue steps 1-4 above and exhale using a 3 pulse “hissing” sound, letting the rest of your breath exhale to steady hissing.
4. Continue steps 3 above and vary the volume, frequency and duration of your hissing sounds.
5. Practice often.

NOTE: STOP if you feel dizzy. The dizziness will subside with practice!

Before You Go – Be In The Know!



Know your audience by considering...

- ◆ Expectations of the presentation
- ◆ Group size
- ◆ Age
- ◆ Education level
- ◆ Gender
- ◆ Religious beliefs
- ◆ Work/life experience
- ◆ Knowledge about subject
- ◆ Biases and perceptions
- ◆ Dress code
- ◆ Affiliations; business, political/religious
- ◆ Cultural composition
- ◆ Reasons for attending: interested, required...
- ◆ Socio/economic status
- ◆ Interests/attitudes
- ◆ Learning styles

Know how your audience will perceive you. Provide an introduction!

- ◆ Credibility: education & experience
- ◆ Ethical Approach: speaker as leader
- ◆ Honesty: referenced material & knowledge

Know the Logistics

- ◆ Start time, end time, day of the week and date
- ◆ Location (travel time)
- ◆ Size of the room
- ◆ Seating arrangement
- ◆ Audio/visual (A/V) availability: overhead/PC availability, microphone, TV/DVD, slides, screen, flipchart/markers
- ◆ Handout arrangements (who makes copies, distribution at event, # needed – always have more than needed)
- ◆ Full agenda – who speaks before/after you & what topics
- ◆ Acoustics (microphone: lectern, handheld, lapel)
- ◆ Light variations (dimmer, windows...)
- ◆ Prep time availability (before/after event and before/after presentation)



Speech Topic Brainstorming

Need a speech topic idea? Be curious, listen and look around you and consider these prompts:

The people I know include:

The people I would like to meet are:

The things I call hobbies/like to do include:

I would learn more about:

I am good at/an expert in/could teach someone how to:

My favorite vacation was/If I could visit anywhere it would be:

My pet peeve is:

My life would be better if:

My life is good because:

My most cherished possession is:

Something I would like to have is:

If I ever wrote a book, it would be about:

My favorite book/movie is:

Things/Issues I'm concerned about are:



Mindmapping/Concept Linking

for speech ideas

The process of mindmapping allows you to take a broad concept and focus on the individual ideas connected to it in logical as well as innovative ways. This exercise creates a physical “picture” of how your mind thinks about something. The end result yields a list of related ideas and a loose organization of these concepts.

To create a mindmap/concept link:

1. Begin with one main idea, question or challenge and write that in a circle in the center of your paper. (Tip: use a pencil)
2. As related ideas come to you, add those to your paper around the circle. Continue this process until you feel you have no further ideas.
3. Look at what you have written and organize the information into categories. (Here’s where the pencil comes in handy.)
4. Think some more about what you have written and organized and try to add more ideas.
5. If you feel stuck, take a break and repeat the process later.

Tips:

1. Make this process yours. Use key words, phrases, drawings, etc.
2. Make associations between seemingly unrelated thoughts. Use whatever links, connections and relationships make sense to you.
3. If you’re really stuck, take a different perspective or ask someone else for more ideas.
4. Consider additional categories, results, new problems and wild ideas to add to your map.

Be sure not to get too hung up on the actual map.
The critical component of this exercise is the list of ideas generated.

Speech Brainstorming Assignment - *It's time to start an idea file!*

Begin brainstorming to come up with speech topic ideas for the **four (4) speech projects** of the semester. Note that you are not required to use one of the ideas listed for your presentations because it is possible and likely that you may come up with an even better idea as each project deadline approaches. This is an exercise to begin thinking of speech topics for the semester (often the most difficult task of this course).

1 - Review the speech project descriptions (see *Table of Contents* in workbook) to learn the expectations of each speech before you complete this assignment. Here's an overview of each project:

Organized Icebreaker Speech - Introduce yourself to the class

Topic ideas can include how family and friends have impacted you, significant life events, goals, skills/talents/hobbies; something others should know about you, etc.

Show Your Words Speech – Explain/demonstrate something using body language

Topics can be about your skills/talents/hobbies; how an event in your life happened; teach the class what you know/can do, etc.

Persuade with Passion & Research Speech - Convince/persuade to do/think something using research.

Speech topics could be what you believe in/stand for (please avoid controversial topics), health issues, what people should/shouldn't do; something you are interested in learning...

Emotive Storytelling speech - Take the class on a journey through one of your life experiences.

Topics to consider may include a specific event in your life, a funny/scary/different thing that happened to you, a clear memory you have, etc.

2 – After reviewing the speech project descriptions, create a list of topics you could talk about this semester. Ask for help from those who know you. This should be a long list so don't stop brainstorming too early.

3 – From the master list of topics (step 2 above), select three (3) ideas that would fit the four (4) speech projects of this semester. Be sure topics are specific (not *things I like to do*, but instead *high school baseball team*).

4 – Via Blackboard, within the *Speech Brainstorming Assignment* dropbox, submit the three (3) topics for each of the four (4) speech projects in the bulleted, key phrase listed format shown below. (This is not an essay, nor should a paragraph be submitted to explain each idea.)

Icebreaker

- 1 -
- 2 -
- 3 -

Show Your Words

- 1 -
- 2 -
- 3 -

Persuade with Passion/Research

- 1 -
- 2 -
- 3 -

Storytelling

- 1 -
- 2 -
- 3 -



Speechwriting Starts Here

Always “begin with the end in mind!”
Stephen Covey, 7 Habits of Highly Successful People

| | |
|---|--|
| <p>Speaker’s Objective is the <u>speaker’s goal</u> for the presentation.</p> <p>This is what you, as a speaker, hope to accomplish.</p> <ul style="list-style-type: none">◆ speaker-focused, typically for planning◆ based on the project description◆ Passive Speaker <p><i>Examples:</i> 1 - I hope <u>to persuade</u> my audience to my view. 2 - <u>To inform</u> about the dangers of smoking.</p> | <p>Speech Theme is the <u>unifying idea</u> or topic of the talk.</p> <p>This is the focus or main idea of the speech.</p> <ul style="list-style-type: none">◆ one, broad idea◆ helps the audience follow◆ details/examples attach to and narrow theme <p><i>Examples:</i> 1 - Smoking poses a health hazard. 2 – The effects of tobacco use.</p> |
| <p>Speech Purpose: the <u>actionable</u>, direct <u>result</u> expected from the <u>audience</u></p> <p>This is what you want the audience to walk away thinking, doing, saying.</p> <ul style="list-style-type: none">◆ audience-focused...answers why this information is being shared◆ directly based on speech content◆ an active/direct challenge (can be the same as the call-to-action)◆ Active Speaker...what the audience should do with the information shared <p><i>examples:</i> 1 – <u>Volunteer</u> and see how your time makes a difference. 2 – <u>Quit smoking</u> and save a life.</p> <p>The <i>purpose</i> reflects the audience’s perspective answering So What? and WIIFM.</p> | |

Rhetorical Principles

The basic rhetorical appeals of Logos, Ethos and Pathos, in conjunction with the ethical principles of good speaking, help develop a speech that builds a strong argument of persuasion.

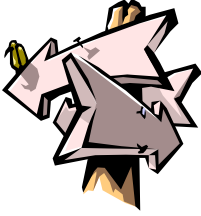
Ethos: speaker’s credibility/trustworthiness/respect

Logos: logical order, organization

Pathos: emotional connection

Notes about your presentation:

1. The purpose of your speech should evolve during your presentation. Don’t give this away up front in your opening or as your title because you want to build audience support for your purpose through your speech.
2. Be specific and direct by sharing your purpose in your call-to-action closing as a challenge for your audience.



Organizing Methods

Listening requires work! The audience will not work hard to figure out what the speaker is trying to say. The speaker's job is to organize the points of the speech to help the audience listen.

Identify which of the following ideas would best fit the organizing methods below?

- a) lung cancer is the result of smoking
- b) playing modified, then JV followed by Varsity baseball
- c) apples and oranges
- d) jazz, pop and rap legends
- e) changing a tire
- f) road trip beginning in LA, stopping in Houston and ending in Atlanta
- g) Jackie Robinson, Steve Jobs, Plato

Basic Organizing Methods

- 1 - Chronological/Time Order
 - ◆ arranged in order of time of occurrence
- 2 - Cause & Effect
 - ◆ an action that produces a consequence/result
- 3 - Topical
 - ◆ related ideas, categories or divisions of a subject
- 4 - Spatial
 - ◆ follows a spatial or geographic progression;
used to describe positioning
- 5 - Sequential
 - ◆ easily describes steps in a process
- 6 - Comparison
 - ◆ used to describe similarities, differences

Preparing Your Speech

Use the word bank to complete the blanks below:

| | | | | | |
|-------------------|------------------|-------|------------|-------------|-------------|
| attention-getting | conversationally | facts | follow | prepare | summary |
| call-to-action | confidence | flow | memory | preparation | transition |
| concluding | examples | focus | practicing | rewritten | transitions |

| <i>Critical Tools of Speaking (Confidently)</i> <i>Confidence comes from _____ and experience.</i> | |
|--|--|
| Script <i>(Passive Speaker)</i> | Outline <i>(Towards Active Speaker)</i> |
| <p>A consistent, logical flow of ideas helps the:</p> <ul style="list-style-type: none"> ▪ speaker _____ ▪ audience _____ <p><i>Nothing good is ever written, it's always _____.</i></p> | <p>A visual cue that serves as a:</p> <ul style="list-style-type: none"> ▪ _____ tool ▪ continuity plan ▪ tool for _____ <p>to build the speaker's _____.</p> |

Basic Speech Structure

1. Begin strong to capture attention with a *hook* or _____ - _____ opening.
2. Use a _____ into the body of the speech to _____ the audience for the main points.
3. Support each point with _____ & _____ to add depth and aid understanding.
4. Use simple _____ between main points to help the three main points _____ smoothly.
5. Prepare the audience for the end of the speech with a _____ or _____ transition.
6. End the speech with a challenge or _____ - _____ - _____ closing.



Speechwriter's Notes

1. *Remember the **Rule of 3** (*K.I.S.S. method*).
2. Be sure to write for the spoken word (_____).
3. Consider the effect of your words on your listeners.



Preparation + Practice + Rehearsal = Success!!!

Speechwriting Preparation = Secret for Successful Presentations



Although communication needs to be received in a linear sequence, it isn't always composed that way. **Everyone uses an individual approach to speech preparation** often found through experimentation. Even if one approach is preferred, sometimes for different speeches different approaches may be used. This may be due to the mood of the speaker, the content being prepared or the fact that speech ideas sometimes come at unexpected times.

1 – Outline (*brainstorm, organize, content memory cue*)

During the brainstorming process, often enough information develops that a speech outline can be formed. Since the outline is a visual tool, it helps your speech follow some logical order and allows you to easily edit or remove any tangential ideas. From the outline, the speech is written in full. The outline can then be used for delivery/memory practice. The key phrase or word outline should be used to prompt you as you practice (learn) your speech. The goal is to use this tool to internalize the speech content for a smooth and confident delivery without notes. The outline allows for a more engaging delivery of specifically prepared content since verbatim (memorized) speaking is dull.



The outline used in this course will be “key word” or “key phrase” outlines and limited to a **one-sided, typed 8½” x 11” sheet** of paper format.

The outline:

- ◆ provides a “birds-eye” view of the entire speech related to the purpose
- ◆ facilitates well organized content
- ◆ ensures a smooth flow of ideas as “chunks of information”
- ◆ aids in speech memory, weaning away from the use of notes/perfection
- ◆ serves as a memory prompt during speech practice

2 – Script (*sit & write*)

The script is used to fully develop one clear idea/speech theme. The script is a **word-for-word text** of the speech. To transition the written word into the delivered, spoken word, include within the script vocal cues (for pacing with pauses and emotional pitch and emphasis, etc.) as well as stage directions for the use of space and body language. Also add timing cues at various points throughout the text. The script and outline should mirror one another to ensure a clear focus on the speech purpose and the editing of any stray remarks and tangents.



The script should be written in **double-space** format with **plenty of margin space** to facilitate changes and presentation cues.

The script:

- ◆ ensures that ideas flow smoothly through transitions
- ◆ facilitates quick revisions
- ◆ allows for specific vocal variety and body language cues
- ◆ helps to clarify speech timing
- ◆ often reveals an engaging speech title
- ◆ begins the memory process through the internalization of ideas (kinesthetic/visual learning)

NOTE: Writing for the spoken word is a different style of writing than writing for reading. A speech (the spoken word) is more conversational and less formal. Also remember that a written word can be reread, a spoken word must be clear and simple the first time so the listener understands the message. Therefore, a script is never written once because ***nothing good is ever written, it is only rewritten.***

Always write out the entire speech script as well as the outline.

Components of the “Key Phrase/Word” Speech Outline

There are many variations on the structure of an outline. For this class, you will be presenting relatively short speeches, therefore your outlines will be limited to a **one-sided, typed 8½” x 11” sheet** of paper. The format used will look like the sample in this text. Each component of the outline is explained below.

Title - DO: be interesting to capture attention and pique interest; a creative hook is key
DON'T: be boring, predictable or give away the speech in the title

Purpose: This helps keep you focused and clear about the objective of the speech, and answers *what your audience should say, think or do when you are finished speaking*. This is similar to the closing of the speech. Remember, this is not your objective as a speaker.

Attention Getting Open: Designed to capture attention, encourage your audience to continue to listen and lead into the main subject of your speech – this is the HOOK or GRABBER!

| DO | DON'T |
|---|--|
| Use a question | Apologize |
| Use a challenging statement or fact | Use an irrelevant story, comment or fact |
| Use an appropriate quote or short story | Use a poorly presented, distasteful or inapplicable joke |
| Use a short, powerful statement | Use a long, slow statement |
| Display an object or picture | Be predictable or common |

Transition: This short statement or idea smoothly ties together the opening and the body of the speech. This first transition more specifically turns the focus from the audience to the speech topic/content.

Body: Since speeches will be short, the speech body should include *no more than 3 main ideas/points, with no more than 3 sub-points for each*. Less is best and allows ideas to be more in depth, descriptive and clear. The body of the speech helps to build a case for your purpose. Body points and sub-points can consist of: stories, examples, facts, opposite views, suggestions, etc. The body should be balanced so that each of the main points is equally developed and the entire speech meets time requirements.

Note: Proper outline rules apply (at least 2 sub-points required, if using sub-points).

Example 1. Preparing a speech

- a. Brainstorming Ideas
- b. Developing an Outline & Script
2. Practicing the Speech
 - a. Using the Outline as an Aid
 - b. Practicing my Toastmasters speech in the car (story)
3. The Presentation
 - a. Working off the audiences responses
 - b. Lessons learned

Though transitions between points are used in the speech, they are not required on this outline.

Transition: This short statement or idea bridges the body of the speech to the closing, preparing the audience for your final call to action. This turns the focus from the main ideas of the speech back to the audience.

Call-to-Action Closing: This is a direct request of the audience toward the results of your purpose. Tie this to your opening and ensure listeners know what you want them to do. This should answer the question, *So What?* for your listeners and explains *WIIFM* (What's In It For Them)!

| DO | DON'T |
|---|--|
| Finish directly, forcefully, and confidently. | Apologize |
| Use a challenging statement or fact | Change the subject or introduce more information |
| Appeal to the sense of urgency | Use a question, joke or anything irrelevant |
| Be short and stop | Use long, slow, or repetitive statements |
| | Say “Thank You” |

Speaker's Name: _____

SPEECH OUTLINE (format)

SPC 142 course section-see syllabus

Speech Project: _____

Title: _____

Purpose (*matches call to action*): _____

Attention Getting Open: _____

Transition Statement: _____

Point 1. _____

a. _____

b. _____

c. _____

Point 2. _____

a. _____

b. _____

c. _____

Point 3. _____

a. _____

b. _____

c. _____

Transition Statement: _____

Call to Action Closing: _____

Example

Ilene Benz
SPC 142 – 181

SPEECH OUTLINE

Speech Project: Organized Icebreaker Speech

Title: “Decision of a Lifetime”

Purpose: When you make a decision, follow through.

Attention Getting Open: Have you ever responded to a question without thinking about your answer first?

Transition Statement: When I was in high school, I joined FBLA.

1. FBLA

- a) type of club
- b) why I joined
- c) the opportunity

2. Campaign

- a) preparing for the campaign
- b) why I should serve in this position
- c) nearly backing out

3. The Conference/Election

- a) the theatre
- b) the speech
- c) the results

Transition Statement: I could have changed the course of my life by backing out of my quick, initial commitment.

Call to Action Close (Tie to Purpose): Whenever you make a commitment, stick with it because it just may change your life.

Grading for Speech Outlines

| Points (Max) | Criteria |
|--------------|--|
| (2) | Speech Title Intriguing, creative and related to speech content |
| (2) | Purpose/Direction Actionable and directly related to speech content (not the objective). |
| (2) | Opening Attention Getting – a one-liner that is unique, direct and, in some way, captures the audience’s curiosity in a professional manner. Related to speech content and purpose |
| (3) | Body Points support the purpose, are tied to the opening, are clear and logical, and follow a particular type of speech organization format (chronological, topical, sequential, spatial, cause/effect). |
| (2) | Transitions Ties ideas together; supports purpose; logical bridges shifting focus from opening to body and body to close |
| (2) | Call to Action Close Tied to Opening/Purpose/Content; direct call to action/”so what” answered |
| (2) | Outline format Used properly (numbering and/or tabs); typed; one page; effective spacing; key word/phrase |
| <hr/> | |
| | Total Score (15 = maximum) |



The Choreographed Speech Introduction

Speakers should begin a presentation on the “right foot” with an enthusiastic, well-managed introduction. This prepares the audience for who and what they are about to receive and provides the speaker with “out-of-the-box” credibility, enabling them to begin with the opening line/audience address, thus capturing the audience’s attention immediately.

The introduction is **worth one point** toward the speech presenter’s grade for most speeches. Speakers must prepare the introduction for the Introducer to use as follows.

Introduction Content*

This sets the tone of the speech and prepares the audience for the content and the speaker.

1. **Speaker’s Full Name** – Use the speaker’s first and last names, with any titles as appropriate to the speech content, including phonetics for proper pronunciation.
2. **Credibility/Qualifying Statement** – A qualifying statement describing why the audience should listen to this person speak about this topic.
3. **Speech Title** - The title of the speech is shared to intrigue the audience to listen to the speech. It should not give away the speech purpose*.
4. “Set Up” narrative – A “set up” narrative can be used to help the audience understand background information and their role during the speech, etc.
(Optional)
5. **First Name** – Repeat the speaker’s first name as the cue for the speaker to approach the stage, and remind the audience of the speaker’s name (because we forget easily)!

***Never share the speech purpose as part of the introduction of the speech.** The introducer wants to hook the audience into listening to the speech, not have the speech “spoiled” by the introduction.

--The order of information is optional as long as the first name (step 5) ends the introduction as a cue for the speaker to approach the stage. It is common to begin with the speaker’s full name (step 1).

Choreographed Delivery

This demonstrates professionalism, fluidity and a change in control of the platform.

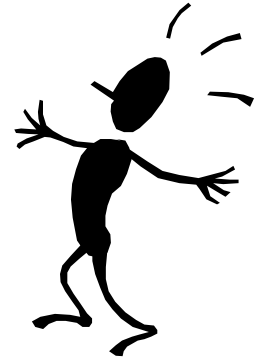
After introducing the speaker to the audience (using the material provided by the speaker as above), the introducer should lead a visually smooth transition between him/her and the speaker.

1. The Introducer stands in place and begins the audience applause, watching the approach of the speaker to the speaking area. This guides audience attention to the speaker, while maintaining control of the stage.
2. The Speaker uses deliberate steps toward the lectern with shoulders back, head up and a smile. The Introducer shakes the hand of the Speaker using the right hand with a firm grip, smiling.
3. The Introducer allows the Speaker into the “spotlight” of the stage and proceeds behind the speaker (as necessary) to his/her seat. The Introducer should never cross the Speaker’s spotlight.
4. The Speaker smiles, takes a quiet/relaxing breath, focuses on the opening of the speech, waits for the Introducer to find his/her seat, allows the audience to end applause, and begins the speech after all is silent in the room.
5. The Speaker begins with an audience address and the opening of the speech (or vice versa). The speaker does not repeat or correct what the Introducer presented (name, title, etc.).

Extemporaneous (Impromptu) Speaking

What is it?

When do we speak extemporaneously?



Impromptu Speech Expectations

1. **Listen** Actively
2. **Plan your spontaneity!**
Quick mindmapping/brainstorming...use applause/walk to lectern to think
3. Address Audience – this gives you a few more seconds to think
4. Organize your speech:
 - ◆ Attention-getting opener
 - ◆ Two points – use examples for reinforcement and depth
 - Choose one strategy:*
 - Express knowledge/opinions/emotions
 - Address cause/effect
 - Focus on a theme with related topics
 - Use chronology: past/present/future
 - ◆ Close/call to action
5. Use supportive vocal variety (pause to think, emphasize, etc.)
6. Gesture naturally
☉ keep eyes on audience, feet on floor, body weight distributed & hands available for gestures
7. Timing (required 1-2 minutes) – when you finish a thought STOP



TIPS for when your mind goes blank:



1. **breathe** – gain your focus and relax so you can think
2. **pause** – it's acceptable & expected that you stop briefly to think
3. use the first thing that **pops into your mind**
4. then use the second thing that **pops into your mind**
5. answer: **who, what, where, why, when, how**
6. describe your ideas using **examples**

Self-evaluating the Impromptu Speech

The same criteria are important when presenting an Impromptu Speech as is used for a prepared speech. The Impromptu Speech is an honest exercise of the ‘real you’ presenting a speech. Because you have not fully prepared your words, you must **concentrate equally on the content, voice and body language of your delivery simultaneously**. This is most difficult to do and provides an honest “picture” of your presentation with no preparation, practice or rehearsal. For this reason, you will be video recorded and encouraged to evaluate yourself to identify your own strengths and improvement opportunities.

VIEW YOUR VIDEO AT LEAST SEVEN (7) TIMES**

(Note: Sometimes files must be converted to a .mpg or .mp4 file for viewing.)



**If you cannot successfully watch your recording, or were absent for this speech, record a rehearsal of a prepared speech – something you should always do anyway – and use that speech for this reflection.)

- 1 – Watch and do all the complaining you must to be able to watch again with an objective eye.
- 2 – Compare the question that was asked with your answer. Was the response appropriate?
- 3 – Describe your vocal variety: volume, speed, pitch, articulation.
- 4 – Did your body language support your message and/or communicate something else?
- 5 – Carefully count your fillers: ah, um, like, you know, etc.
- 6 – How long did you speak? Did you meet the 1 – 2 minute expectation (goal of 1 ½ minutes)?
- 7 – Identify at least three (3) positive aspects of your presentation.

Summarize your reflection by posting one strength and something you would like to improve to the ***Impromptu Reflection*** discussion on Blackboard. Be sure to also add praise as a reply to someone else.

PRACTICE EVALUATING USING THE SANDWICH APPROACH

Consider using your impromptu speech to practice applying the standard evaluation “**sandwich approach**” format as described in this text (see the contents listing). Remember to use the *Example Worksheet* (see contents listing) to gather examples to include in your self-evaluation.

As you write your “sandwich” evaluation, remember that you need to follow the proper order of **strength, suggestion, strength** and include the specific details helpful to explain each of the three parts of the evaluation. Also remember that the two strengths you include should represent different aspects of the speech content/delivery. Use the resources describing the evaluation process in this book (see contents listing). Read carefully.



Your message is transmitted through

- content
- vocal variety and
- body language.

The medium with the greatest impact is.....

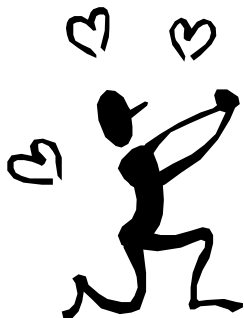
What is body language?

List communicating body parts. Which do we consciously control the least?

Why do we use body language?

Types of Gestures

1. Descriptive
2. Suggestive
3. Emphatic
4. Prompting



How to Gesture

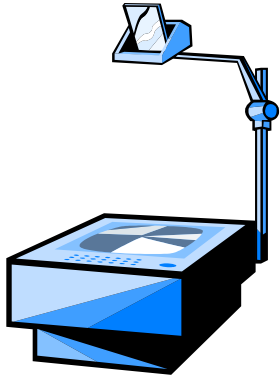
- ◆ Be natural, spontaneous, relaxed, smooth, well timed.
- ◆ Gesture to support words, ideas and emotions.
- ◆ Use gestures appropriate to content and audience.
- ◆ Be true and honest vs. forced and awkward.

Mannerisms do not contribute to effective body language.

Mannerisms are subtle (or not-so-subtle) distracters that we may or may not realize we present. Some include:

| | | |
|-----------------|----------------------------|----------------------------------|
| fidgeting hands | “hand washing/holding” | hands in pockets |
| grip lectern | stand at attention/stiff | sway, rock, dance, pace |
| fig leaf | parade rest | touch face, hair, clothing, etc. |
| kick leg | looking away from audience | leaning/shifting weight, etc. |

Eliminate mannerisms through awareness, preparation, practice and conscious delivery.



Audio/Visual Aids
 ...can make or break a speech
and
 MUST always be rehearsed!

A/V Aids are used to

_____, _____, _____ and _____
 the spoken word.

Types of Audio – Visual Equipment

Low Technology

Medium Technology

High Technology

Considerations:

- ◆ Appropriateness to content;
- ◆ Rehearsal time – familiarity with equipment, smooth use;
- ◆ Audience size, sight and hearing capabilities; and
- ◆ Back-up plan!



Using Visuals Well

1 –

2 –

3 –

4 –

5 –

6 –

7 –

“Toy” Tips

- ◆ One visual per topic
- ◆ Be brief - use bullets on slides
- ◆ Test view from all angles of room
- ◆ Manage handouts
- ◆ Prepare for “what ifs”

Celebrate Your Success!!!



When was the last time you were recognized for your achievements?

How do you generally respond to praise?

Why is praise important?

How can we improve our speaking skills (or any other)?

We Learn Best in Times of Joy.

Encouraging and Enlightening Evaluations

- ◆ *builds self esteem*
- ◆ *increases confidence*
- ◆ *encourages continued experimentation and development*
- ◆ *is specific to the individual's needs*
- ◆ *and is also honest.*



Speaker's Role During Evaluation

When accepting feedback, the speaker receiving the feedback should:



- ◆ Keep an open mind and consider the information a gift toward their improvement;
- ◆ Not have to agree with or choose to use the "gift," but consider any potential improvements that may result;
- ◆ Graciously accept feedback. Do not become defensive, be personally offended by the honesty or try to explain your actions.

Remember, evaluations are opportunities for improvement and should be thoughtfully considered and appreciated. **It's often more awkward presenting feedback than accepting it from others.**

Evaluating Behaviors

Three Roles of an Evaluator



1. Motivator



2. Facilitator



3. Counselor

Evaluator Behaviors

1. Learn speaker's personal improvement goals.
2. Listen actively (eyes, ears and "gut").
3. Show genuine concern – care to help.
4. Consider speaker's feelings
5. Personalize language.
6. Show how to improve by offering ideas and using clear and specific language.
7. Encourage and reinforce strengths.
8. Be positive and motivational.
9. Focus on speech organization and presentation – not person or viewpoint.
10. Nourish self-esteem and build confidence.

Preparing to Evaluate

Before the speech and evaluation, talk with the speaker to better understand his/her:

1. Personal objectives for improvement to watch for during the presentation.
2. Previously identified strengths and suggestions.

During the speech:

3. LISTEN closely to speech development, words and vocal variety.
4. WATCH body language, use of props, etc.
5. Briefly note positives and opportunities to discuss with speaker. (Use the *Example Worksheet*.)
6. Maintain as much eye contact with the speaker as possible so as to not miss anything.

After the speech:

1. Identify 2 strengths and 1 suggestion to share for the “sandwich” evaluation. Be specific by including examples from the speech and answering what, when, how and why.
2. Plan how to present your evaluation positively and directly to the speaker by using “I” language and the 1st person voice that speaks directly to the speaker.

After the evaluation:

3. Discuss your feedback with the speaker after class.
4. Be sure to congratulate the speaker for his/her effort and improvement.

“Sandwich” Approach is an Analytical Approach to Evaluation

The evaluation is the most important part of this class. This is when the speaker has the opportunity to improve the skill of effective public speaking as well as their self esteem and confidence. This is also the most difficult part of this class because sharing feedback about someone else’s performance often seems risky and unnerving. This may also pose a challenge and force us to be picky about what could be even **better and/or different** about the speech and/or presentation delivery.

Remember, an improvement idea is required.

In order for feedback to be meaningful, it must be: **clear; specific; helpful; and positively-focused**. The “sandwich approach” to evaluation works best.

Steps to Constructing a Successful Sandwich Evaluation

The "Top Bun"

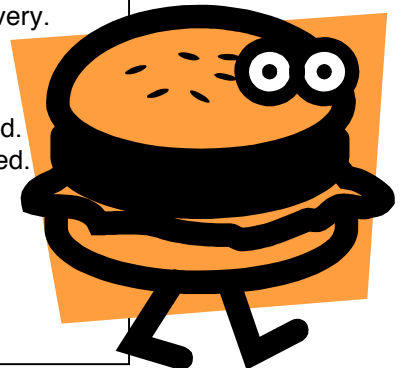
- Describe a positive aspect of the speech.
- Identify a specific example of this positive aspect of the speech.
- Explain how this example contributed to an effective speech/delivery.

The "Meat"

- Offer a specific suggestion for improving the speech/delivery.
- Explain when in the speech this suggestion could have been used.
- Describe how the improvement idea can be achieved/implemented.

The "Bottom Bun"

- Describe a positive aspect of the speech.
- Identify a specific example of this positive aspect of the speech.
- Explain how this contributed to an effective speech/delivery.



Analytical Evaluation of a Speaker

One reason people are nervous about public speaking is because they know that the audience is evaluating them. As a speaker, we must realize and accept that we will not be able to please everyone, but we can increase these odds by being as prepared as possible and open the improvement opportunities that feedback provides.

As an evaluator, the focus is on continued growth, which can only be achieved by:

- ❖ sharing feedback in a way that builds self-esteem;
- ❖ raising awareness of the improvement opportunities in a gentle way through “I” language; and
- ❖ making recommendations about how the improvements can be implemented.

When evaluating, consider:



- ◆ the effect of the words you use – will they enhance or deflate self-esteem;
- ◆ focus on the speech, not the speaker as an individual;
- ◆ offer ideas for improvement (don’t “whitewash” since everyone can improve...what strong points could have been stronger – how?);
- ◆ point out distracting mannerisms and awkward moments during the speech;
- ◆ be natural and gentle;
- ◆ use encouraging words and always end with a positive part of the speech to enhance self-esteem.

Areas of Emphasis to Consider When Evaluating

| | |
|---|---|
| Speech | Did the opening catch the audience’s attention? |
| Development | Was the opening creative, hooking the audience to listen to the rest of the speech? |
| *This focuses on how ideas were presented, not whether the ideas are opinions shared. | Was the purpose of the speech clear? |
| | Did the body of the speech support the purpose? |
| | Did the examples, stories, facts enhance or distract from the main idea? |
| Organization | Did the supporting information tie together the opening and the close? |
| | Were the ideas presented in a logical way that was easy to follow? |
| | Was there/could there have been suspense to keep the listeners focused? |
| | Was the audience working too hard to follow along? |
| Close | Was there a summary of points and a conclusion drawn? |
| | Was there a call to action? |
| | WIIFM (what’s in it for me) or a So What? Answered for the audience? |
| | Was the call to action direct and clear? |
| Delivery | Was the vocal variety (volume, tone, pace, fillers...) enhancing or distracting? |
| | Did the speaker look professional and credible? |
| | Were gestures natural and effective in conveying feeling and meaning? |
| | Did the audience feel connected with the speaker via eye contact, use of space, etc.? |
| | Were audio/visual aids enhancements or distractions? |
| | How did the presentation make the listener feel? |
| | Did the speaker convey sincerity and enthusiasm? |
| Language | Was there any language that was or could be considered offensive? |
| | Did the choice of words enhance clarity, meaning, feelings – effect the senses? |
| | Did the speaker use clear articulation, so that each word was easily understood? |
| | Was proper grammar used? |

Example Worksheet

Use a few words to help you remember the specific examples from the speech you want to use when describing the speaker's strengths and opportunities for improvement. From these notes write a feedback letter to the speaker (to be submitted to me for a grade) using the "sandwich" evaluation format. *Cover at least two (2) of the three (3) areas in your feedback for a balanced review.*

| | | |
|--|--|--|
| Speaker: | | |
| | Strengths  | Opportunities  |
| Speech Development <ul style="list-style-type: none"> •organized •examples •transitions •purpose •call to action | | |
| Body Language <ul style="list-style-type: none"> •eye contact •posture •gestures •floor space •props | | |
| Voice <ul style="list-style-type: none"> •volume •articulate •pace •pauses •passion | | |

NOTES:

1. This is a worksheet to help you prepare and write the "sandwich" evaluation. Review the content on this worksheet individually with the speaker.
2. You do not need to comment on each item of this worksheet, but do offer a review of at least two (2) areas to provide balanced feedback demonstrating your active listening and critical thinking skills.
3. Do not submit this page to the professor as your formal evaluation assignment. Instead submit a letter applying the "sandwich approach" evaluation within which you incorporate the examples captured here.

Personalizing Language for the “Sandwich Approach” Evaluation

The evaluation is meant to build confidence and self esteem and offer specific feedback about a speaker’s speech and delivery from the evaluator’s personal point of view.

Take ownership of your opinion of the presentation by speaking from your point of view (“I” language). When describing your reaction to a presentation, use phrases such as:

“When you...”

“My reaction was...”

“It appeared to me...”

“What I heard...”

“I felt...”

“From my point of view...”

“As I observed the audience and your impact on them, it looked like...”

“I saw...”

“I liked...”

“I thought it was great when...”

“It seemed to me...”

Phrases that help personalize the improvement opportunities (meat of the sandwich) you recommend to the speaker are:

“A suggestion for the next time...”

“I would have liked...”

“One thing to try might be to...”

“I was waiting for (*something to happen*)...”

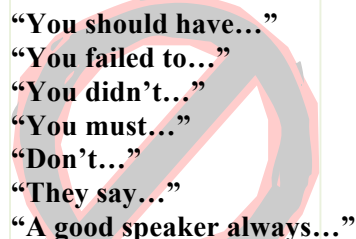
“I think your next speech will have a stronger impact on me if you...”

“A technique I have found useful is...”

“I wish you had...”

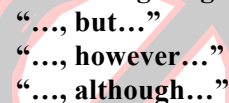
“I believe you would have accomplished your purpose more easily had you...”

Phrases that might come across as critical and judgmental and **should not be used**:



“You should have...”
“You failed to...”
“You didn’t...”
“You must...”
“Don’t...”
“They say...”
“A good speaker always...”

Also beware of negating words:



“..., but...”
“..., however...”
“..., although...”

These words cancel what precedes them.

Speaker's Name: _____

Evaluator's Name: _____

“Sandwich” Evaluation Format

Identify a positive aspect of the speech (*what* was good).

Include a specific example of what was good (*when* in the speech).

Explain how this contributed to an effective speech/delivery. (*Why* this was good.)

(Use “personal” and gentle language, i.e., *I would have preferred...*; *It would have helped me if...*)

Offer a specific suggestion for improving/changing the speech/delivery (*what*).

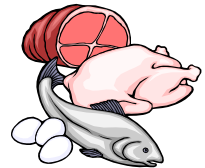
Describe when in the speech this suggestion could be included (*when*) and *why*.

How can the speech/delivery improvement idea be achieved/implemented? (Be clear in your description of what could be done differently.)

Identify a 2nd positive aspect of the speech. (*what* was good).
(Be sure to comment on a new area of the speech/delivery.)

Include a specific example of what was good (*when* in speech).

Explain how this contributed to an effective speech/delivery. (*Why* this was good.)



Speaker's Name: Sally SailsEvaluator's Name: John Doe**“Sandwich” Evaluation Format -- Example 1**Identify a positive aspect of the speech (*what* was good).***I really enjoyed the vocal variety in your speech as you spoke.***Include a specific example of what was good (*when* in the speech).***Specifically when you raised your voice about the need to get kids involved in productive activities after school.***Explain how this contributed to an effective speech/delivery. (*Why* this was good.)***This demonstrated how important this idea was to you and how critical it should be for us.***

*(Use “personal” and gentle language, i.e., *I would have preferred...*; *It would have helped me if...*)*Offer a specific suggestion for improving the speech/delivery (*what*).***There were times during your speech when I saw you looking at the ceiling instead of with the audience.***Describe when in the speech this suggestion could be included (*when*) and why.***I noticed this happened mainly when the statistics were being stated. I wasn't sure if the figures were correct since there was no direct eye contact between us.***

How can the speech/delivery improvement idea be achieved/implemented?

One way to improve this would be to practice this information more to become more comfortable with the numbers and then find someone to look at in the audience as you share this information.

Identify a 2nd positive aspect of the speech (*what* was good).***I loved when you used your hand gestures to match your words.***Include a specific example of what was good (*when* in speech).***This was most evident when you spoke about the joy you felt when you began the after school program. You touched your heart when you spoke of the students in that program.***Explain how this contributed to an effective speech/delivery. (*Why* this was good.)***You were sincere and it showed. This added to your credibility and made me want to get involved.***

Speaker's Name: _____ Sally Sails _____

Evaluator's Name: _____ John Doe _____

“Sandwich” Evaluation Format

Example 2

Dear Sally,

What I really liked about your speech was how you set the scene and demonstrated your nervousness. By telling me that you were unfamiliar with the North Chili area, did not know this patient well and felt uncomfortable with the circumstances of this placement, I was feeling nervous and anxious with you. Setting the scene like this really helped me empathize with you and build your speech to its climax.

A suggestion to improve this presentation would be to use more of the space you have around you as you speak. During some of the descriptive moments of your speech I noticed you took a step or two forward or back and then went back to where you started. Instead of this, you could use more floor space by taking three or four steps to another area of the room, talking to different people in your audience. This could have been done, for example, when you talked about how you had to escort Linda, your patient, to the bathroom. Use your space as if you are holding her arm and walking with her to the bathroom. This would bring your words to life, further engaging the audience.

I loved it when you used vocal variety to express your feelings. For example, when you described the odor in the home as “smelling like death,” your voice changed to a deeper pitch. Alternatively, when you called 9-1-1 your pitch got higher and faster when you proclaimed, “I need someone here NOW!” This definitely enhanced your speech and made me feel panicked alongside you.

Great job!

Love,
John

NOTE: *Evaluations will be hand written in class.*

Time is reserved at the end of class to write this after class presentations have concluded.

This evaluation will be submitted to the professor for a grade by the end of class.

Late evaluations are not accepted.

Instructor's Grading for Evaluations

| Point Maximum | Criteria / Feedback |
|----------------------------|---|
| 2 | Positive Strength (<i>what</i>); <i>Why</i> it was good |
| 2 | Example Specifics (<i>when</i>) |
| 2 | Specific Opportunity for Improvement (<i>what</i>) |
| 1 | <i>When</i> in the speech was this done/ <i>Why</i> would the improvement help? |
| 3 | Specific Implementation Suggestion/ <i>How</i> to Improve |
| 1 | Personalized, Gentle Language used |
| 2 | Positive strength (<i>what</i>); <i>Why</i> it was good |
| 2 | Example Specifics (<i>when</i>) |
| Total Score (15 = maximum) | |



Along with Rhetoric, Build Support with Research

What is research?

Why is it important for a speaker to use research and cite sources in a speech?

Common Methods of Supporting a Position

Facts

- ◆ Evidence
- ◆ Probability

Values

- ◆ Policy/Rule
- ◆ Testimony



User Beware: How do you know a source is credible?

Citing Sources within a Speech

a) Which comes first: source or information?

b) Include the following details for each source within your speech to credit references:

| | Web Address (home page) | Title | Author &/or Organization | Professional Title (if available) | Date (or Mag Issue) |
|--------------------|----------------------------|-------|-----------------------------|---|------------------------|
| Website | XX | XX | XX | XX | (if article) |
| Book | | XX | XX | XX | |
| Magazine/Newspaper | XX | XX | XX | XX | XX |
| Survey/Study | XX | XX | XX | XX | XX |
| Quote | | | XX | XX | |

4 Components of Vocal Variety

Volume – the _____ in _____ of sound.

- ❖ Projection
- ❖ Dynamics



Pace - _____ and/or _____ with which we speak.

- ❖ Fluency
- ❖ Dramatize



Pitch - the _____ or _____ of sound.

- ❖ Resonance
- ❖ Tone/Inflection

Articulation - _____ and _____ sounds of speech.

- ❖ Pronunciation
- ❖ Enunciation



The heart of vocal quality rests with breathing!



Voice Quality...Finding Your Voice

Preparation, practice and rehearsal means nothing if the audience can't hear or understand your words.

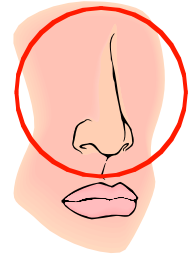
Pitch Control

Using your natural pitch allows you to have maximum _____
_____ and _____ with minimal _____.

Find your natural pitch/resonance through vibration.

♪ Place fingers on the side of your nose/under eyes:

- ◆ Hum = mmm
- ◆ Sigh = ahhhh



The Nose

Articulation

Warm up - Facial Exercises

Use primary articulators to form word sounds: tongue, lips, jaw, palate.
Exercise these speech organs to produce clear sounds = make funny faces!

- ☀ Warm up lips/voice – “rolling engine”
- ☀ (Wide) smile --- (Open) Surprise --- (Closed) Determined
- ☀ Be silly: scared, angry, sad, sleepy. Don't forget lips and tongue!

Articulation Exercises

1 - Exaggerate vowel combinations (using facial exaggerations)...

AYE EEE EYE O U

2/3 - Add each consecutive consonant of the alphabet before then after each vowel combination.
Be sure to exaggerate using your diaphragm and facial muscles!

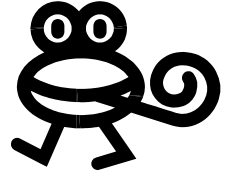
BAYE BEEE BEYE BO BU
CAYE CEEE CEYE CO CU
DAYE DEEE DEYE DO DU
FAYE FEEE FEYE FO FU (etc...)

AYEB EEEB EYEB OB UB
AYEC EEEC EYEC OC UC (etc...)



4 - Add the consonant at the beginning & end, along with diaphragm and facial exaggerations – verbalize slowly!

Articulation Twisters



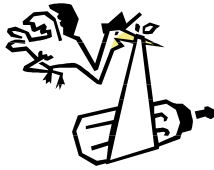
- 1 - Six sick slick slim sycamore saplings.
- 2 - The epitome of femininity.
- 3 - Six thick thistle sticks. Six thick thistles stick.
- 4 - A big black bug bit a big black bear, made the big black bear bleed blood.
- 5 - Toy boat. Toy boat. Toy boat.
- 6 - Kris Kringle carefully crunched on candy canes.
- 7 - One smart fellow, he felt smart. Two smart fellows, they felt smart. Three smart fellows, they are smart.
- 8 - Tim, the thin twin tinsmith
- 9 - Fat frogs flying past fast.
- 10 - Ed had edited it.
- 11 - She sifted thistles through her thistle-sifter.
- 12 - While we were walking, we were watching window washers wash Washington's windows with warm washing water.
- 13 - She stood on the balcony inexplicably mimicking him hiccupping, and amicably welcoming him home.
- 14 - Pick a partner and practice passing, for if you pass proficiently, perhaps you'll play professionally.
- 15 - If you stick a stock of liquor in your locker, it's slick to stick a lock upon your stock, or some stickler who is slicker, will stick you of your liquor, if you fail to lock your liquor with a lock!
- 16 - Betty Botter had some butter, "But," she said, "this butter's bitter. If I bake this bitter butter, it would make my batter bitter. But a bit of better butter -- *that* would make my batter better."
- 17 - I need not thou needles, they're needless to me; For kneading those noodles, 'twere needless, you see; But did my neat knickers but need to be kneed, I then should have need of your needles indeed.
- 18 - You've no need to light a night-light on a light night like tonight. For a night-light's light's a slight light, and tonight's a night that's light. When a night's light, like tonight's light, it is really not quite right to light night-lights with their slight lights on a light night like tonight.
- 19 - Say this sharply, say this sweetly, say this shortly, say this softly. Say this sixteen times in succession.

Storytelling



What is a story?

Why are stories special?



Where do stories come from?

Describe what makes an effective storyteller.

Types of Stories

- ◆ Fable
- ◆ Fairy Tale
- ◆ Tall Tale
- ◆ Legend
- ◆ Anecdote

Telling a Story

- ◆ Begin with the *journey* – purpose, destination
- ◆ Create a *storyboard* – simple, organized, visual
- ◆ Consider your *language* – clarity, color, concrete
- ◆ Emphasize with *variety* – gestures, vocal interest

Story Structure



The following structure is meant to be a template or guide to develop your story. Remember, not all stories need all of these steps.

Step One – Set the Scene

Create the context for the story. This includes a description of the time, location, weather and conditions in which the story takes place. Also consider what was going on emotionally, physically or spiritually with the main character.

Step Two – Introduce the Characters

Help the audience see the characters by using visual descriptions. Describe the relationship to the main character, their quirks. Consider becoming them by adding a voice or physicalization to make them different than you during the telling of the story. Do this with key characters only, not everyone. (See the Character Development discussion that follows this page.)

Step Three – Begin the Journey

Where does the story begin? Who is involved? What is the challenge? Describe this in clear enough detail so an outside listener understands the scenario.

Step Four – Encounter the Obstacle

Without conflict, the story will be boring and may even turn out to be a list of events. Something must happen to get in your way and make it interesting. The obstacle may be a person, a challenge to overcome or a self-limiting belief. Exaggeration here may make the story more interesting and even humorous.

Step Five – Overcome the Obstacle

What did you have to do to overcome the obstacle? What strength did you have to summon? Was there someone who helped you? Who was the hero of the story? Break down your solution into steps that can be easily followed.

Step Six – Resolve the Story

Tie up any loose ends and make sure your audience knows how everything turned out. What happened to other people, to another thought that was brought up but not acted upon in the story, etc? Go back over your story for logic and listen to it as the audience will hear it.

Step Seven – Make the Point

It is important that your story has a clear point. Too many points confuse the issue. Stick to one clear point. Write out the point and memorize it. Work on the words for clarity and assertiveness. Make it simple and easy to remember. This is where you work in your closing call to action as the moral of the story.



Character Development

The way you develop the characters in your story allows your listeners to know them as you know them. The characters in your story also provide some of the best opportunities for using your voice and body language. There are three ways to develop the characters in your story: **physicality; voice; and description.**

Of course, the best way to develop characters is **physically**. Why is it the best? Because audiences love it when you “become” somebody else. The visual element of what we do on stage is essential for audience involvement. Showing your friend “Nick” is far better than describing him. Different characters can be created easily by moving your body differently. By simply dropping your shoulders forward a little, you can become an older person. Moving the shoulders back tells the audience that the character is very proper, confident or, perhaps, stuck up. However, be careful not to overdo your description too much. Just make a point about who the character is and continue your speech. If you do choose a “persona” to exemplify a character, be sure to consistently use it throughout your speech. Practice this person many times, especially the transition from you to them and back. It is the transition (timing) that is the tricky part. Practice until you can do this fluidly. Once your body remembers, it’s easier to replicate the move when the need arises.

What do your characters sound like? If they have a particular style of speaking, use their **voice**. Does Nick have that “typical” Bronx accent? Does Grandma’s voice shake? It doesn’t have to be a huge difference, just enough to sound different. You may attempt their accent or just choose to get a little louder or softer. You can also offer a sense of your relationship with them from the tone you use. Give them an “attitude” to describe the type of person they are. Just use a sound that sets the character apart from you. Audiences love it when you use different voices. Your characters then become real people. However, like a physical characteristic, if you choose to use it, do so throughout the entire speech. Consistency is the key!

Descriptive language is another way to make a character come to life. Don’t stop with, “My friend Nick.” Go deeper such as, “My friend Nick is about 6 feet 3 inches tall and about 140 pounds. We used to call him Daddy Long Legs – with a mustache. So Nick was trying to get into my tiny sports car...” When you go beyond the simple description you allow imagery to paint a picture of Nick. Chances are most people in your audience know someone who resembles him, so they can now see him trying to get into your sports car. The more visual your description, the more your stories come alive. You can also use your voice to describe your relationship with them. If they drive you nuts, let us hear it in the way you tell us about them. If you are in awe of them, sound like it. Inflection is like a spice. It colors your words with emotion. Use it and your trusty thesaurus and find some words and vocal variety to describe the characters in your story.

Stimulating the senses helps your audience see who your characters really are. This will allow your stories to work on a deeper level. And best of all, your message will more likely be remembered!



Paint a Picture for your Audience by Using Language for the Senses

As you find your favorite descriptors, add them here for future use...

Hearing

crash, thud, bump, boom, thunder, smash, explode, roar, squawk, blare, rumble, stomp, clamor, pandemonium, deafening, raucous, piercing, flapping, splash, zip, buzz, grunt, whinny, sigh, murmur, whisper, rustle, patter, hum, hiss, crackle, peep, , faint, resonance, purr, coo, silent, hushed, thunderous, pattering, pinging

Touch

cool, icy, lukewarm, tepid, steamy, sticky, rubbery, wooly, prickly, gritty, thick, pulpy, fuzzy, fragile, wrinkled, coarse, slick, bumpy, satiny, velvety, smooth, oily, slippery, wet, mushy, lumpy, matted, tangled, velvety, slushy, scalding, foamy, sandy

Taste

buttery, bitter, sweet, hearty, mellow, sugary, crisp, cool, medicinal, fishy, spicy, luscious, fresh, nutty, raw, tangy, rotten, spoiled, bland, peppery, heavy, sour, crunchy, decadent, delicate, savory, salty, smooth

Smell

sweet, fragrant, aromatic, pungent, fresh, balmy, earthy, spicy, savory, sharp, gaseous, reeking, putrid, musty, damp, spoiled, sour, burnt, stagnant, stinky, perfumed, rancid

Sight (color)

blurry, bright, pale, sparkling, ivory, navy, copper (medium brownish-orange), canary yellow, distant, stark, transparent, opaque, dusty

Impressions of Places

crowded, cozy, inviting, romantic, dreary, drab, cluttered, pristine, gaudy, eerie, sunny, spacious

Impressions of People

creative, angry, independent, proud, withdrawn, tense, shy, intense, generous, witty, aggressive, bitter, snobbish, pessimistic, responsible, sullen, happy-go-lucky

FINAL REFLECTION PAPER

The final assignment for this course requires you to reflect upon your work and the progress you made this semester. This reflection is a critical component of your learning and allows feedback for me as I prepare for future semesters. It is anticipated that your paper will be thoughtfully well written and being so, your final grade is computed with this already part of the final (contribution) grade.

***Note:** If this paper is not submitted on time and/or briefly/haphazardly written, your final grade will be dropped one step (for example, from an A to an A-).

To write your final reflection paper, **respond to the following:**

- Describe what public speaking skills you have improved this semester.
 - Explain what helped you to improve these skills.
 - Include the feedback you have received from classmates, your videotaped speeches and my evaluations to support your responses above.
 - Review your Application Papers and describe to what extent you were able to apply the tips from each reading and achieve the goals you set for yourself.
- Include your personal thoughts, perceptions and observations of your speaking skills and public speaking in general.
- Discuss the aspects of public speaking that you would continue to work on if you had the opportunity to do so.
- Describe what you liked about this class and why. Be as specific as you can so I understand what you mean. You may consider anything about this course: course objectives, the text, course organization, my teaching techniques, the assignments, etc.
- Offer at least one suggestion for improving this course. Be specific. If you suggest adding something to the curriculum suggest what can be omitted to allow for the addition. You may consider anything about this course: course objectives, the text, course organization, my teaching techniques, the assignments, etc.
- Feel free to conclude with any final comments you may have about this course.

Writing Details

- Type your reflection paper using paragraph form, double-spacing, 12-point type size and 1-inch margins.
- Proofread and use formal writing, grammar, punctuation and spelling.
- Do your best to limit your feedback to three (3) pages.
- Staple your paper.

Please print and submit this paper in class on our last day.

Note that late papers (after class has begun on the last meeting) will not be accepted and do severely impact the final grade (see above*).

Final reflection papers are not returned. If you would like your paper returned, please include a self-addressed stamped envelope with your paper.

RESOURCES FOR ARTICLE APPLICATION PAPERS

You may also find other sources of articles for your Article Application Papers.

1. Advanced Public Speaking Institute, public-speaking.org
2. EZine @rticles, ezinearticles.com, click *Writing and Speaking*, click Public Speaking
3. presentationmagazine.com
4. <http://www.toastmasters.org/ToastmastersMagazine/ToastmasterArchive.aspx>

There are a variety of resources available on the toastmasters.org website, such as *For the Novice: Simple Steps to Writing a Fantastic Speech*, by Charles W. Buffinton, III

The Toastmaster Magazine articles are highly recommended.

These are just some examples of articles published:

| | |
|------------------|---|
| 2017 - March | <i>Story Takes a Turn</i> by Craig Harrison |
| 2016 - December | <i>Don't Race the Pace</i> by Bill Brown |
| 2015 - June | <i>Improve with Improve</i> by Caren Schnur Neile |
| 2014 - August | <i>Convey Confidence with Body Language: How you can benefit from studies revealing the power of poses.</i> Be Denise Graveline |
| 2013 - September | <i>Give Yourself A Hand: Effective Gesturing Increases Confidence and Connection</i> by Matt Abrahams |
| 2012 - September | <i>How Intriguing Is Your Speech Title?</i> By Howard Scott |

Also consider using the MCC Library resources at <http://www.monroecc.edu/depts/library/>.

SPEAKING ORGANIZATIONS

*Toastmasters International
P.O. Box 9052, Mission Viejo, CA 92690
949-858-8255
www.toastmasters.org

*The **MCC Toastmasters Club** is open to SUNY students, alumni, faculty and staff and meets on the Brighton Campus. 4840.toastmastersclubs.org  www.facebook.com/MCCToastmastersClub

Dale Carnegie Training & Associates, Inc
www.dalecarnegie.com

National Storytelling Network
<http://www.storynet.org/>

National Speakers Association
<http://www.nsaspeaker.org/>