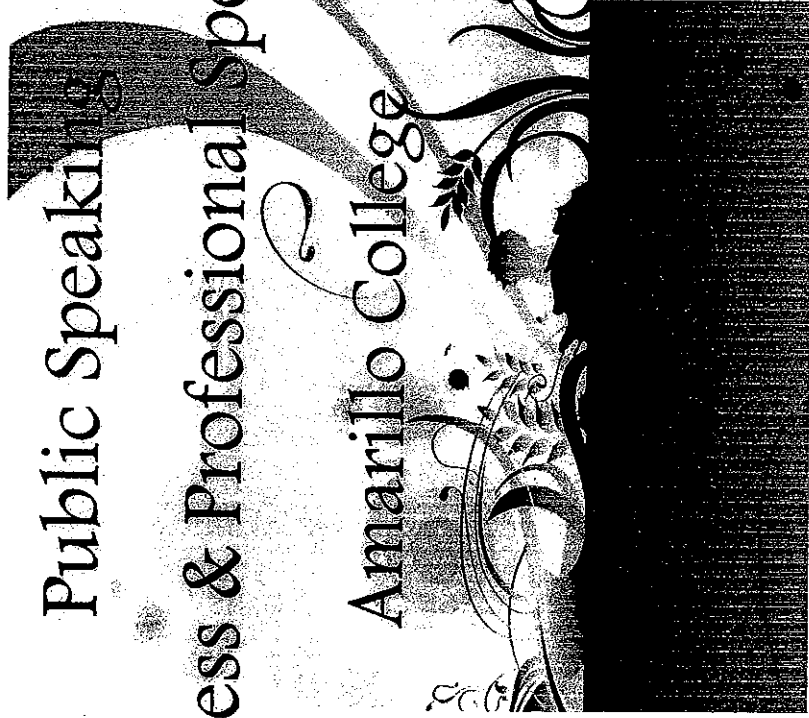


SPCH 1315 & SPCH 1321

Public Speaking

Business & Professional Speaking

Amarillo College



Assignment & Notes Resource

Why is a Speech Communications Course Relevant?

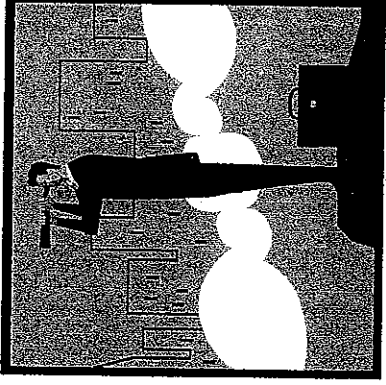
- Approximately 75% of a person's day is spent communicating.
- The Wall Street Journal reported a survey of 480 companies found that employers ranked communication abilities as number one among the desirable personal qualities of future employees.

--*The Wall Street Journal*, 1998

"The most important thing I learned in school was how to communicate... you can have brilliant ideas, but if you can't get them across, your brains won't get you anywhere."

- *Lee Iacocca*,
Former Chairman
and CEO, Chrysler Corporation

What are Employers Looking for?



1. Verbal Communication Skills
2. Ability to work as a team member
3. Decision-making skills
4. Problem-solving skills
5. Work experience

- CNN.com



What are You Looking for?

- ▣ The skills to speak to people one-on-one?
- ▣ The confidence to speak to a large group of people?
- ▣ The ability to be the leader of a team, committee, or group?
- ▣ A deep belief in yourself? (confidence)
- ▣ A better understanding of yourself?

SPEECH ASSIGNMENTS

Mini Speeches:

Brown Bag Speech

“Creative Me” Speech

Personal Experience Speech

Persuasive Speech Using Monroe’s

Major Speeches:

Demonstration Speech

Informative Speech using a Visual Aid

Brown Bag Speech

You will introduce yourself to the class with information about yourself through the use of visual aids. Bring 3 objects in a bag that best describe you and your personality. (*Examples: Books, CD's, pictures, etc.*)

Use the following outline for your speech:

I. Introduction:

- a. Name
- b. Age
- c. Preview of objects

II. First Object:

- a. What
- b. Why

III. Second Object:

- a. What
- b. Why

IV. Third Object

- a. What
- b. Why

V. Conclusion

- a. Review of objects
- b. Review of yourself

Have fun and practice to feel more comfortable!

"The Creative Me"

This is a speech in which you describe yourself and your personality creatively. Use the following outline example for preparation. You may adapt this outline to fit your needs. (please do!) You will want 3-5 gestures in a speech of this length. Use lots of eye-contact. Have fun and enjoy sharing!

<p>Introduction</p> <p>Attention-Getter</p> <p>Purpose</p> <p>Preview</p>	<p>Begin by telling a story of when you were very little or if something funny happened to your parents at your birth. (the story they tell to all their friends!) This is only one of the interesting aspects of my life. Today I'm going to tell you about myself by comparing myself to a household object, a TV show, and my goals in terms of a sport.</p>
<p>Body</p> <p>1st point</p> <p>Support</p> <p>2nd point</p> <p>Support</p> <p>3rd point</p> <p>Support</p>	<p>The household object that is most like my life is _____. (Give an example or story.)</p> <p>Then I think of my life as a television show, I am reminded of _____. (Give an example or story.)</p> <p>Just like in _____, (sport or hobby) I plan to achieve my goals for the future by _____ (give several goals using the terminology of your chosen sport or hobby.)</p>
<p>Conclusion</p> <p>Review</p> <p>Clencher</p>	<p>Today I've shared a little about my life. I hope you've found that I'm an interesting person.</p>

Personal Experience Speech

Speech Due: _____

Time Limits: 2-4 minutes

Outline: Required to turn-in; use basic speech format. Don't forget to begin and end with an attention-getter!

Source of Information: Your own personal experience + 1 famous quotation (not by someone you know)

Do not begin stalling before making a choice of topic because you do not know anything interesting to talk about. The topic that you choose will not be interesting in itself. It is the way you tell the story that will make it interesting. (Think... Imagery!)

Suggested topics:

1. Wrecks
2. Confrontations
3. Swimming
4. Hunting
5. Camping
6. Hiking
7. Racing- any kind
8. Sports contests
9. Rodeos
10. A trip
11. Flying
12. Sickness
13. Embarrassing moment
14. Funny story
15. Building something
16. Speaker's choice

How to prepare your speech:

- I. Outline your speech in considerable detail. This means that you must set up the order of events you want to talk about. Use the speech format that you already know.
- II. In arranging what you will talk about, include your own personal feelings and reactions, the activities of other people or animals, and objects that made your experience thrilling, exciting, funny... this will add interest.
- III. Practice your speech aloud before friends or in front of a mirror. Do this until you have memorized the sequence of events – not the words.
- IV. Avoid unnecessary details. Include interesting aspects of the experience, dangers, or unusual or humorous occurrences. Use imagery! Help us taste the food, see the camp fire, smell the ocean's tide, see the flashing lights of the ambulance, etc.
- V. Include the influences (from other people) that were operating in your presence – in other words, the speech shouldn't be just about you only. For example, if you rescued a drowning person, do not be satisfied to say "I jumped in and pulled him out." Tell what he was doing, describe his struggles, how

deep the water was, how far he was from shore, recount your feelings, the shouting from the crowd, etc.

- VI. Do you have a curiosity-arousing attention-getter?
- VII. Do you have a solid conclusion? A speech is never finished without one.
- VIII. Use an index card for your speaker's notes. Do not fiddle with the card. When referring to your notes, raise them to a level that permits you to glance at them without bowing your head. Do not try to hide them, nor act ashamed of using them. They are your map. Treat them as casually as you would a road map when taking a trip!
- IX. Make sure your speech includes the impact that the experience had on your life. (This could be one of your main points.)
- X. Turn in your typed outline (including your quotation and its author) prior to giving your speech.
- XI. **Bring a VHS tape for recording purposes!!**

EXAMPLE OF A DETAILED OUTLINE

- I. Introduction
 - A. Situation – You couldn't believe it was really you. Like something in a dream
 - B. Memory now – involved in a car wreck in Juarez
 - C. I will share with you the details of the wreck and also the impact that the wreck had on my life.
- II. Body
 - A. Details of the wreck
 - 1. Who was involved – mom, brother, self, Dee, and boyfriend
 - 2. Trip down – boyfriend's drinking
 - 3. Wreck
 - a. Ran stop sign – not very visible
 - b. Hit from right
 - c. Crowd
 - d. Looked at Mom
 - e. Kleenex
 - 4. Spread out all over Juarez
 - a. Police took driver
 - b. Red cross took Dee
 - c. Ambulance – took the rest
 - 5. After wreck
 - a. Phone call – American consulate
 - b. Taxi to the police station – met Dee
 - c. Nothing to be done – boyfriend in jail
 - d. Back to El Paso
 - B. Purpose for the wreck
 - 1. Prayer on the way over
 - 2. Mountain pass on the way back
 - 3. Saved our lives
- III. Conclusion
 - A. Review
 - B. One day I'll return, but hopefully, under better circumstances

The "Tribute Speech"

Requirements:

1. A typed outline
2. Use the Basic Speech Format and Visual Framework learned in class
3. Time: 2-5 minutes
4. Elements you will be graded on: Volume, Eye Contact, Posture, Enthusiasm, Speech organization, Story-telling skills (tell a specific story or stories about him or her), Time limit reached, Typed outline.

Description:

Choose a person that has made a positive impression or impact in your life. This person needs to be someone you know personally who has either been there for you for many years, or was there for you throughout a difficult time in your life. Honor this person during the "Tribute Speech."

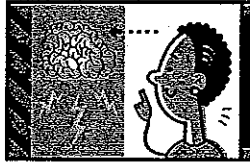
Don't forget your story telling skills! (Think Imagery – appeal to a few or all of the five senses... take us to the place you remember!) The story telling element of the speech should be a segment of your speech, perhaps when you describe a particular situation that he or she helped you through. Remember – tell a specific story or two about this person. Remember – specific examples make it understandable and memorable to the audience.

What quality or qualities does this person have that you admire? Be specific. How has knowing this person steered your life in a positive direction? Be specific! What have you learned from this person?

Key words you might consider using:

Gratitude Role model impact learning experience transition positive
attention tough love inner strength struggles focus positive direction
poor choices life lessons (Metaphor – burning building, sinking ship, rescue crew,
wake-up call, light at the end of the tunnel, beacon of light, guardian angel, sunshine)

The possibilities are limitless! The goal is to really think about how you remember the person you are honoring. What comes to mind? Take what you know about him or her and describe it for the tribute speech. Have fun and good luck!



Tribute or Personal Experience Speech Brainstorming Worksheet

The subject of my speech is: _____

I have chosen this person/experience because: _____

One fond memory that stands out in my mind about this person or experience is:

When I think of _____, I see: _____

When I think of _____, I hear: _____

When I think of _____, I smell: _____

When I think of _____, I feel: _____

When I think of _____, I taste: _____

Remember, students, this is simply a worksheet to help you get started in your storytelling abilities as part of your Personal Experience OR Tribute Speech! You do not have to include information in your speech about all 5 senses, but rather, just the memory of the senses that stand out most to you about this person/experience. Include at least two "sense appeals" in this speech for full credit. *Appealing to the senses will bring your story to life!! It will help take your audience on the journey with you.

Also, remember to follow Basic Speech Format for this speech. (That means you need to have an opening, a body, and a closing!)

Persuasive Speech Using Monroe's Motivated Sequence

Due: _____

Using your knowledge of persuasion and the format of Monroe's Motivated Sequence, you will deliver a 2-3 minute persuasive speech advertising a product or service of your choice. Only choose one product and have fun with this assignment! This product or service can be serious or light-hearted in nature – it's up to you. Please use at least two of the persuasive appeals discussed in class. You will be graded on the use of Monroe's structure and the persuasive appeals. Jot down your ideas below.

My Product or Service: _____

Attention: *(How will I get my audience's attention?)*

Need: *(How will I let the audience know how much they are missing by not having my product?)*

Satisfaction: *(How do I let them know that I can solve their problems mentioned above*?)*

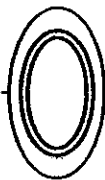
Visualization: *(How will I paint a picture in the mind of the audience of how great life will be with my product?)*

Call for Action: *(What do I want my audience to do as a result of my speech... be specific!)*

*You may bring an example of your product as a visual aid.

Demonstration Speech Requirements

Due: _____

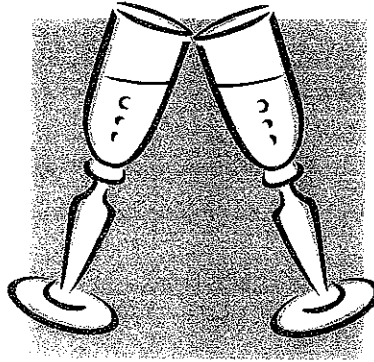


- ✓IF FOOD – MUST HAVE SAMPLES!
- ✓MUST SHOW FINISHED PRODUCT
- ✓TALK DURING PROCESS
- ✓TIME – 4-8 MINUTES
- ✓FORGET AUDIENCE KNOWS ANYTHING
- ✓CITE 2 SOURCES
- ✓TYPED OUTLINE

Demo – Pitfalls!!

Too complicated/technical
Describing instead of doing
Eye contact
Demonstration size
Missing supplies
Too trite
No pets
Illegal objects – guns, knives, etc.
Embarrassing things

Due: _____



Giving a Toast

Step I

Think of the important relationships in your life. Pick one person who *inspires* you to honor them in a Toast.

Step II

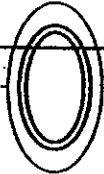
Give a Toast in class. Imagine the atmosphere is an Irish Pub. We will all be sitting close together that day in class and you will stand up at your seat to give the toast in honor of someone you know and love. At this time we will raise our glasses of Ginger Ale and toast with you.

How to Give a Toast.

1. Start off by naming the person you are honoring and how know/met him or her
2. Describe two or three qualities about this person that you admire and love
3. Tell one story about the honoree that you fondly remember. (A story that makes you smile. A story of love and/or admiration.)
4. Then, say "Please join me for a toast to _____."
5. Glasses clink!

Informative Speech w/Visual Aid Requirements

Due: _____



•4-8 MINUTES

•TURN IN OUTLINE BEFORE YOU SPEAK

•“HAMBURGER FORMAT” (PUT EXTRA EFFORT INTO CREATING A SOLID INTRO AND CLOSING)

•USE 1 VISUAL AID MINIMUM; REVEAL WHEN RELEVANT. USE FOAM CORE BOARD IF USING A POSTER. EASEL PROVIDED. OTHER VISUAL AIDS ARE ACCEPTABLE IF RELEVANT TO THE SPEECH AND VISIBLE TO EVERYONE.

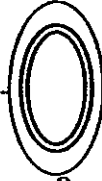
•2 SOURCES REQUIRED

•CHOOSE A TOPIC YOU EITHER KNOW A LOT ABOUT OR WANT TO KNOW MORE ABOUT.

•USE INDEX CARDS IF USING NOTES.

•HAVE FUN AND BE CREATIVE!

Sample Outline: Informative w/Visual Aid



Introduction:

1. How many people here are dog lovers?
2. I have loved dogs as long as I can remember and today I will talk about my three favorite breeds.

Body:

- I. Great Dane (*reveal enlarged photo of a Great Dane*)
 - a. Appearance
 - b. History (*mention AKC source*)
 - c. Personality
- II. St. Bernard (*reveal enlarged photo of a St. Bernard*)
 - a. Appearance
 - b. History
 - c. Personality
- III. Bloodhound (*reveal enlarged photo of a Bloodhound*)
 - a. Appearance
 - b. History
 - c. Personality (*mention H&H Magazine source*)

Conclusion:

1. When it comes to dogs, everyone has their favorite. Today I hope you've learned something about the three breeds I love best, the Great Dane, St. Bernard and the Bloodhound.

Sources:

1. American Kennel Club website: www.akc.org
2. Horse and Hound Magazine, July Issue 2008

**This is a very simple outline. Please note the fact that the intro and conclusion are more in-depth here than the body. © Please make sure you have an effective intro and conclusion. These areas need improvement. Also, feel free to "spice up" your speech!*

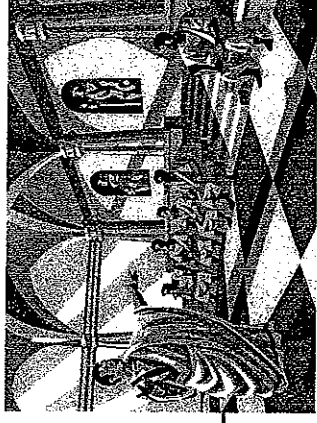
Chapter 1



Public Speaking

3 Kinds of Speeches

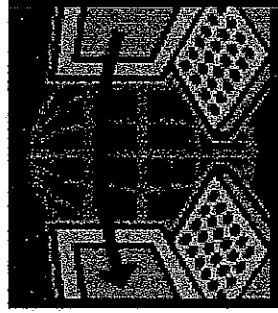
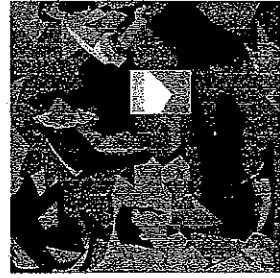
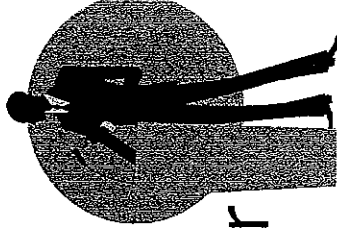
1. **Persuasive** – Creating a change of _____ or behavior in the audience and usually involves a call for action.
2. **Informative** – Informing the audience on a topic (with _____).
3. **Entertainment** – A speech intended to make the audience feel _____ about themselves.



5 Levels of Communication

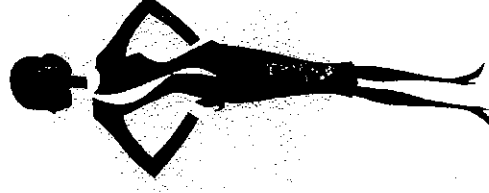


- **personal** – occurs in one's own mind
- **personal** – between two people
- **Group** – 5 to 12 members, formal or informal
- **One-to-** – public speaker
- **Mass Communication** – the or transmission of messages



Characteristics of a Competent Communicator

- _____: Honest, considerate, truthful, keeps confidence
- _____: Informed, reliable, accountable, logical
- _____: Open, caring, likeable, pleasant, approachable



How do you measure up?

Stage Fright: caused by 3 things

1. Fear of _____

Solutions: 1. Prepare, prepare 2. Gain _____

2. _____ Tension

Solutions: 1. Think _____ 2. Visualization

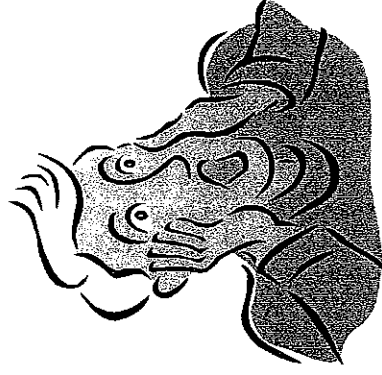
3. Know that most nervousness is not _____

4. Don't expect _____

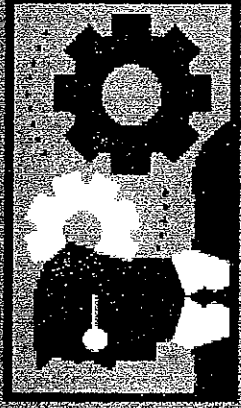
3. _____ Tension

Solution: Learn relaxation techniques

Examples: _____



Visualization



Negative Thought	Positive Thought
I wish I didn't have to give this speech	This speech is a chance for me to communicate my ideas and gain experience in speaking
I'm not great at public speaking	No one's perfect, but I'm getting better with each speech I give
I'm always nervous when I give a speech	Everyone's nervous. If everyone can handle it, I can too
No one will be interested in what I have to say	I have a good topic and I'm fully prepared. Of course they will be interested

Personal Report of Communication Apprehension (PRCA-24)

DIRECTIONS: This instrument is composed of twenty-four statements concerning feelings about communicating with other people. Please indicate the degree to which each statement applies to you by marking whether you:

1—strongly agree

2—agree

3—am undecided

4—disagree

5—strongly disagree

Just record your first impression.

1. I dislike participating in group discussions.
2. Generally, I am comfortable while participating in group discussions.
3. I am tense and nervous while participating in group discussions.
4. I like to get involved in group discussions.
5. Engaging in a group discussion with new people makes me tense and nervous.
6. I am calm and relaxed while participating in group discussions.
7. Generally, I am nervous when I have to participate in meetings.
8. Usually I am calm and relaxed while participating in meetings.
9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.
10. I am afraid to express myself at meetings.
11. Communicating at meetings usually makes me uncomfortable.
12. I am very relaxed when answering questions at a meeting.
13. While participating in a conversation with a new acquaintance, I feel very nervous.
14. I have no fear of speaking up in conversations.
15. Ordinarily I am very tense and nervous in conversations.
16. Ordinarily I am very calm and relaxed in conversations.
17. While conversing with a new acquaintance, I feel very relaxed.
18. I'm afraid to speak up in conversations.
19. I have no fear of giving a speech.
20. Certain parts of my body feel very tense and rigid while giving a speech.
21. I feel relaxed while giving a speech.
22. My thoughts become confused and jumbled when I am giving a speech.
23. I face the prospect of giving a speech with confidence.
24. While giving a speech, I get so nervous I forget facts I really know.

PRCA SCORING SHEET

The PRCA permits computation of one total score and four subscores. The subscores are related to communication apprehension in each of four common communication contexts; group discussion, meetings, interpersonal conversations, and public speaking. To compute your scores merely add or subtract your scores for each item as indicated below:

SUBSCORE DESIRED

SCORING FORMULA

Group Discussion

18 + scores for items 2, 4, and 6
- scores for items 1, 3, and 5

Meetings

18 + scores for items 8, 9, and 12
- scores for items 7, 10, and 11

Interpersonal Conversations


18 + scores for items 14, 16, and 17
- scores for items 13, 15, and 18

Public Speaking

18 + scores for items 19, 21, and 23
- scores for items 20, 22, and 24

To obtain your total score for the PRCA, simply add your four subscores together. Your score should range between 24 and 120. If your score is below 24 or above 120, you have made a mistake in computing the score.

Scores on the four contexts (group, meetings, interpersonal conversations, and public speaking) can range from a low of 6 to a high of 30. Any score above 18 indicates some degree of apprehension. If your score is above 18 for the public speaking context, you are like the overwhelming majority of Americans.



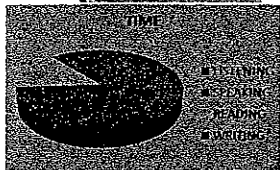

Public Speaking Chapter 3

Listening

Lesley Ingham, Instructor

How we spend our waking Time



- 42% - Listening
- 32% - Speaking
- 15% - Reading
- 11% - Writing




Activity	Percentage
Listening	42%
Speaking	32%
Reading	15%
Writing	11%

Types of Listening


- **Comprehensive:**
Listening to understand the message of a speaker
- **Critical:**
Listening to evaluate a message for purposes of accepting or rejecting it



- **Empathetic:**
Listening to provide emotional support



- **Appreciative:**
Listening for pleasure or enjoyment



Poor vs. Effective Listening




Poor Listening	Effective Listening
Not concentrating	Resist distractions
Listening too hard	Listen to main ideas
Jumping to conclusions	Don't judge until speaker is finished
Focusing on delivery & personal appearance	Judge on content - not on delivery



Would you like to improve your grades and spend less time studying?


Study Techniques



1. Listen in class
2. Take notes
3. Transcribe notes (skip a day)
4. Read notes
5. Before class (test day) read notes again
6. Talk about the day's lecture out loud

Public Speaking
Chapter 4

CHOOSING A TOPIC




Lesley Ingham, Instructor

Choosing a Topic


• **The best topics to speak about are:**

1. Subjects you know a lot about
2. Subjects you want to know more about
3. (Activity)




Finish the Following Sentences:

I wish I knew how to...
 What brings me joy is....
 People who have inspired me....
 I feel angry when....
 It's unfair that....
 The world would be better off if....



Ways to Brainstorm Topics

p. 89




- **Personal Inventory**
Ex: jot down a quick list of your experiences, interests, beliefs, etc.
- **Clustering**
Ex: Take a sheet of paper and divide it into 9 columns... (p. 89)
- **Reference Search**
Ex: browse through an encyclopedia and look at topics for the letter "b"
- **Internet Search**
*Ex: Use yahoo, google, or the Librarian's index to the internet.
* Befriend your librarian!*

How to Begin Writing Your Speech

Speech Motto:

- Tell them what you're going to tell them
- Tell them
- Tell them what you told them



General, Specific, and Central


GENERAL PURPOSE: THE BROAD GOAL OF A SPEECH

SPECIFIC PURPOSE: A SINGLE PHRASE THAT STATES PRECISELY WHAT A SPEAKER HOPES TO ACCOMPLISH IN HIS OR HER SPEECH.

CENTRAL IDEA: A ONE-SENTENCE STATEMENT THAT SUMS UP OR ENCAPSULATES THE MAJOR IDEAS OF THE SPEECH

Beginning Writing your Speech

<p>1. Determine the General Purpose</p> <ul style="list-style-type: none"> a. To Inform b. To Persuade c. To Entertain <p>Topic: <i>Music Therapy</i></p> <p>General Purpose: <i>To Inform</i></p>	<p>2. Determine the Specific Purpose</p> <p><i>Ex: To inform my audience about the benefits of music therapy for people with psychological or cognitive disabilities.</i></p> <p>3. Determine the Preview/ Thesis Statement</p> <p><i>Ex: Music therapy, developed as a formal mode of treatment during the 20th century, utilizes a number of methods and is explained by several theories that account for its success.</i></p>
--	--



Supply the general purpose, specific purpose, and main points for a speech with the following central idea:

General Purpose:

Specific Purpose:

Central Idea/Preview/Thesis:
 You should join a sorority or fraternity because of the social, academic, and economic benefits.

Main Points:

- I.
- II.
- III.

Supply the general purpose, specific purpose, and central idea for a speech with the following central idea:


General Purpose:

Specific Purpose:

Central Idea/Preview/Thesis:

Main Points:

- I. The first step in making pottery is preparing the clay until it is soft and smooth.
- II. The second step in making pottery is shaping the clay to the desired form.
- III. The third step in making pottery is decorating and glazing the shaped clay.
- IV. The fourth step in making pottery is firing the finished product to make it hard and strong.



Choosing a Topic Activity

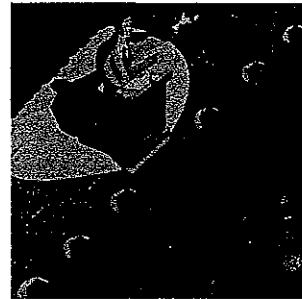
- GET INTO GROUPS OF 3-4
- CHOOSE A "PET FEEVE" TO GIVE A SPEECH OVER
- DETERMINE THE:
 1. General purpose
 2. Specific purpose
 3. Thesis/preview statement
 4. Three main points
 5. Share with the class - pick a spokesperson

CHAPTER 5: ANALYZING THE AUDIENCE

Public Speaking

Instructor: Lesley Ingham

* Even if you have a perfectly written, perfectly structured speech, if it fails with the audience, it fails as a speech... every time.



Good Public Speakers Are -----Centered

- ☐ To Whom am I Speaking?
- ☐ What do I want them to know as a result of my speech?
- ☐ What is the most effective way of composing and presenting my speech to accomplish that aim?



Analyzing the Audience

The Psychology of Audiences:

- > People only want to listen if it has to do with _____. = *egocentric*
- > Speaker must _____ audience to listen

Demographic Audience Analysis:

☐ _____



Situational Audience Analysis:

- ☐ Size, physical setting, disposition toward topic, disposition toward speaker, disposition toward occasion

Getting Information:

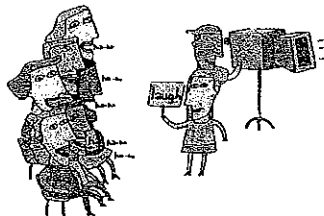
- ☐ _____,
- _____

Adapting:

- ☐ Anticipate how your audience will _____
- ☐ Ask someone to _____ to you and point out anything they don't understand.

Adapting during the speech:

- ☐ Realize _____ happen - don't ignore it, deal with it, laugh about it, and move on.
- ☐ Observe audience _____ for understanding.



Chapter 6 Gathering Materials

Public Speaking

Lesley Ingham, Instructor



Use your own Experiences

- You can use your life experiences to reinforce the ideas presented in your speech. *What are you an expert on?* Everyone is an expert on something!



3 Ways to Gather Info.

1. Libraries

- Learn to use it!
- * Ask the librarian!
- Use databases in the library
- Quotation Books
- Bartlett's Familiar Quotations
- Reader's Digest - has quotations
- p. 148 - List of quotation books



2. Internet



- World's biggest library
- You can spend hours browsing if you don't know how!
- Good tips -- pp. 149-158
- Few websites available are credible
- Scrutinize everything you read

3. Interviewing

- Before Interview, determine purpose:

(Who, What, When, Where, Why?)

- Tape recorder
- Prepare questions



- During Interview:

> Record it, Stay on track, listen, don't overstay!

- After Interview:

❖ Thank you! Review your notes ASAP

Making Note Cards

- P. 168
 1. Keeps up with references
 2. You can re-order them easily
 3. Helps to keep you from plagiarizing



Chapter 7: Supporting Your Ideas

Public Speaking

Name: _____

"What do you mean?"
"Why should I believe you?"
"So what?"

(You must support your speech!)

• 3 Kinds of Support Materials

1. _____
2. _____
3. _____

1. _____
Notes: _____

2. _____
Notes: _____

3. _____
Notes: _____

Examples (p. 178)

Types

1. _____

2. _____

3. _____

4. _____

5. _____

Tips for Using Examples

Understanding Statistics: *(explain this section to your group using examples from the book on pages 184 & 185. Write your notes below.)*

Statistics (p. 183)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Tips for Using Statistics

Definition: _____

2 Types of Testimony:

1. _____

2. _____

Direct Quotation: _____

Paraphrase: _____

Testimony

(p. 192)

1. _____

2. _____

3. _____

4. _____

Tips for Using Testimony