



## Speak Out 11<sup>th</sup>-12<sup>th</sup> Grade:

Students will work as a team to choose a topic from the official presentation topic options. Team members will prepare and deliver a short oral presentation that clearly expresses their collective ideas. The competition is designed to encourage teamwork. The visual materials will reinforce the team's points. All team members will participate in the organization, preparation, and delivery of presentation.

### **Standards addressed:**

#### **CCR Anchor Standards – Reading Informational Text**

Standard Number 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Standard Number 2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

#### **CCR Anchor Standards – Speaking and Listening**

Standard Number 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Standard Number 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Standard Number 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Grade Specific Standards**

Grades 11-12 CCR Reading Standards for Informational Text

Standards 1, 2, 3

CCR Grades 11-12 - Speaking and Listening

Standards 4, 4a, 4b, 5, 6

For the complete text of each standard addressed see Appendix A.

<b>For grade level(s)</b>	High school – 9 <sup>th</sup> – 10 <sup>th</sup>
<b>Suggested Time</b>	<u>MESA Period</u> : 6 weeks of daily 50-60 minute sessions <u>MESA Afterschool</u> : 4 total sessions 60-90 minutes each <u>MESA Saturday</u> : 2 Saturdays for total of 8 hours
<b>Purpose</b>	The purpose of the module is to prepare students to perform well on the MESA Day <i>Speak Out</i> contest. Students will be introduced to speaking, presentation, critical thinking and research skills. Students will also be given many opportunities to assess their presentation skills via a number of exercises, which expose students to key language arts standards. Students will be expected to work individually and in groups to build self-confidence and communication skills. Throughout the module, students will be learning and utilizing critical thinking and writing skills.
<b>Objectives</b>	On completion of the course the student should have a fundamental understanding of: <ul style="list-style-type: none"> <li>• Speak Up Contest Rules</li> <li>• Performance Responsibilities</li> <li>• Research</li> <li>• Critical Thinking Skills</li> <li>• Speech Evaluation</li> <li>• The Four Key Language Art Standards</li> </ul>
<b>Sample Standards Addressed</b>	CA Common Core <ul style="list-style-type: none"> <li>• CCR Anchor Standards – Reading Informational Texts <ul style="list-style-type: none"> <li>○ 1, 2</li> </ul> </li> <li>• CCR Anchor Standards – Speaking and Listening <ul style="list-style-type: none"> <li>○ 4, 5, 6</li> </ul> </li> <li>• Grade 9-10 <ul style="list-style-type: none"> <li>○ Reading for Informational Texts Standard 1, 2, 3</li> <li>○ Speaking and Listening Standard 4, 4a, 4b, 5, 6</li> </ul> </li> </ul>
<b>Assessment</b>	Assessments are continuous and include class participation, student performance, and Advisor evaluation.
<b>Additional Resources</b>	The following are available on the California MESA website <ul style="list-style-type: none"> <li>• Complete curriculum plan for entire 6 week period</li> <li>• Daily lessons</li> <li>• Supplemental materials</li> </ul>

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	<b>Week 1</b> This week introduces basic concepts found in public speaking: value, tradition, similarities/ differences, fear, and speech communication process	<b>Week 2</b> This week exposes students to concepts needed to prepare informative speeches.	<b>Week 3</b> This week exposes students to developing topic areas and selecting support materials.	<b>Week 4</b> This week exposes students to Language Use	<b>Week 5</b> This week exposes students to concepts related to supporting ideas, organizing the speech, and beginning and ending the speech.	<b>Week 6</b> This week concludes project preparation discussing speech delivery and hints for impromptu presentations
<b>Mon</b>	Introduce Contest Rules, Review Syllabus, lecture on value and tradition, ice breaker	Explain two types of informative speeches, ice breaker	Lecture on Brainstorming, general & specific purpose, critical thinking exercise	Explain effective use of language, exercise	Explain need for support material, example use, statistic use, critical thinking exercise	Explain importance of good delivery, major characteristics of effective speech, critical thinking exercise
<b>Tue</b>	Lecture on similarities and differences, critical thinking exercise	Explain two additional types of informative speaking, critical thinking exercise	Explain difference between specific purpose and central idea, create specific purpose statements	Explain importance of using language accurately, critical thinking exercise	Explain importance of organization, five patterns of organization, guidelines for organizing points, exercise	Discuss voice and movement, exercise.
<b>Wed</b>	Lecture on fear, Ice breaker exercise	Explain 5 guidelines for effective informative speaking, exercise	Evaluate purpose statements with students Lecture on self experience, resources available	Explain three methods public speakers use to ensure clarity, exercise	Discuss objectives of introduction, explain methods of gaining interest, critical thinking exercise	10 tips to giving a great impromptu speech
<b>Thu</b>	Lecture on communication process, critical thinking exercise  Focus on Reading, Language Conventions, Listening & Speaking Standard	Performance Day 1 minute description of hobby  Focus on Reading, Writing, Language Conventions, Listening and Speaking Standards.	Explain internet use and five tips for research  Focus on Reading, Writing, Language Conventions, Listening and Speaking Standards.	Performance Day Student and teacher evaluations  Focus on Reading, Writing, Language Conventions, Listening and Speaking Standards.	Discuss functions of conclusion, explain methods to improve conclusion. Create Examples. Focus on Reading, Writing, Language Conventions, Listening and Speaking Standards.	Techniques for delivery and structure, exercise. Focus on Reading, Writing, Language Conventions, Listening and Speaking Standards
<b>Fri</b>	Performance Day 1 minute self introduction	Performance Day (continuation of above)	Performance Day 1 min discussion of influential person	Performance Day (continuation of above)	Performance Day	Final thoughts and advice.

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Common Core Standards	<b>Speak-Easy</b>
<b>College Career Readiness Anchor Standards -</b> Reading for Informational Text	1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
<b>College Career Readiness Anchor Standards –</b> Speaking and Listening	4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>Grades 11-12</b>	<p><b>CCR Grade 11-12 - Reading Standards for Informational Text</b></p> 1) Cite Strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide complex analysis; provide an objective summary of the text. 3) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <p><b>CCR Grade 11-12 - Speaking and Listening</b></p> 4) Present information, findings, and supporting evidence ( <b>e.g., reflective, historical investigation, response to literature presentations</b> ), conveying a clear and distinct perspective <b>and a logical argument</b> , such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. <b>Use appropriate eye contact, adequate volume, and clear pronunciation.</b> 4a) Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, and description); and draws comparisons between the specific incident and broader themes. 4b) Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the

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	<p>presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented.</p> <p>5) Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
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# **SPEAK EASY, Week 1**

## **Introduction to SPEAK EASY Contest**

### **I. Identification**

This is the lesson plan for the first week of the SPEAK EASY Contest. The duration is five periods.

### **II. Lesson Objectives**

The students will:

- be introduced to the Speak Easy Rules, review syllabus
- discuss value and tradition of public speaking
- discuss similarities, differences and fear.
- Get to know each other and perform.

### **III. Academic Content Standards**

Common Core State Standards - California

English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

### **IV. Preparation**

Review Rules – make copies for students

Review Lecture notes – you may make copies for students

Review Exercises – review, copy exercise, and hand out to students

Syllabus – Review Syllabus and make copies.

### **V. Delivery (Teaching Strategies)**

Lecture with note-taking

Student discussion

Student performance

### **VI. Guided and Independent Practice**

Students work together, as well as independently, on critical thinking exercises.

Instructor discusses outcome of exercises with students

Students perform independently.

Instructor provides constructive feedback

### **VII. Evaluation**

- Student and Instructor feedback

# **SPEAK EASY, Week 2**

## **Introduction to SPEAK EASY Contest**

### **I. Identification**

This is the lesson plan for the second week of the SPEAK EASY Contest. The duration is five periods.

### **II. Lesson Objectives**

The students will:

- be introduced to informative speaking
- think critically
- Perform.

### **III. Academic Content Standards**

Common Core State Standards - California

English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

### **IV. Preparation**

Review Lecture notes – you may make copies for students

Review Exercises – review, copy exercise, and hand out to students

Create Performance Roster – prepare roster of students that lets them know the order of speakers for Thursday and Friday’s presentation

Review and Copy Scoring Sheets – prepare a scoring sheet for each speaker

### **V. Delivery (Teaching Strategies)**

Lecture with note-taking

Student discussion

Student performance

### **VI. Guided and Independent Practice**

Students work together, as well as independently, on critical thinking exercises.

Instructor discusses outcome of exercises with students

Students perform independently.

Instructor provides constructive feedback and scoring sheets to students

### **VII. Evaluation**

- Student and Instructor feedback

# **SPEAK EASY, Week 3**

## **Introduction to SPEAK EASY Contest**

### **I. Identification**

This is the lesson plan for the third week of the SPEAK EASY Contest. The duration is five periods.

### **II. Lesson Objectives**

The students will:

- Understand how to develop a topic
- Understand the importance of selecting and using support materials
- Think critically
- Perform

### **III. Academic Content Standards**

Common Core State Standards - California

English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

### **IV. Preparation**

Review Lecture notes – you may make copies for students

Review Exercises – review, copy exercise, and hand out to students

Create Performance Roster – prepare roster of students that lets them know the order of speakers for Friday's presentation

Review and Copy Scoring Sheets – prepare a scoring sheet for each speaker

### **V. Delivery (Teaching Strategies)**

Lecture with note-taking

Student discussion

Student performance

### **VI. Guided and Independent Practice**

Students work together, as well as independently, on critical thinking exercises.

Instructor discusses outcome of exercises with students

Students perform independently.

Instructor provides constructive feedback and scoring sheets to students.

### **VII. Evaluation**

- Student and Instructor feedback



# **SPEAK EASY, Week 4**

## **Introduction to SPEAK EASY Contest**

### **I. Identification**

This is the lesson plan for the fourth week of the SPEAK EASY Contest. The duration is five periods.

### **II. Lesson Objectives**

The students will:

- Understand language use
- Think critically
- Perform

### **III. Academic Content Standards**

Common Core State Standards - California

English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

### **IV. Preparation**

Review Lecture notes – you may make copies for students

Review Exercises – review, copy exercise, and hand out to students

Create Performance Roster – prepare roster of students that lets them know the order of speakers for Thursday and Friday's presentation.

Review and Copy Scoring Sheets – prepare a scoring sheet for each speaker

### **V. Delivery (Teaching Strategies)**

Lecture with note-taking

Student discussion

Student performance

### **VI. Guided and Independent Practice**

Students work together, as well as independently, on critical thinking exercises.

Instructor discusses outcome of exercises with students

Students perform as Individuals.

Instructor provides constructive feedback and scoring sheets to students.

### **VII. Evaluation**

- Student and Instructor feedback

# **SPEAK EASY, Week 5**

## **Introduction to SPEAK EASY Contest**

### **I. Identification**

This is the lesson plan for the fifth week of the SPEAK EASY Contest. The duration is five periods.

### **II. Lesson Objectives**

The students will:

- Understand supporting ideas, organizing their speech, and appropriately beginning and ending their presentation
- Think critically
- Perform

### **III. Academic Content Standards**

Common Core State Standards - California

English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

### **IV. Preparation**

Review Lecture notes – you may make copies for students

Review Exercises – review, copy exercise, and hand out to students

Create Performance Roster – prepare roster of students that lets them know the order of speakers for Friday's reading of prepared intros and conclusions

### **V. Delivery (Teaching Strategies)**

Lecture with note-taking

Student discussion

Student performance

### **VI. Guided and Independent Practice**

Students work together, as well as independently, on critical thinking exercises.

Instructor discusses outcome of exercises with students

Students perform as Individuals

Instructor provides constructive feedback

### **VII. Evaluation**

- Student and Instructor feedback

# **SPEAK EASY, Week 6**

## **Introduction to SPEAK EASY Contest**

### **I. Identification**

This is the lesson plan for the sixth week of the SPEAK EASY Contest. The duration is five periods.

### **II. Lesson Objectives**

The students will:

- Understand speech delivery and Impromptu Speaking
- Think critically
- Perform

### **III. Academic Content Standards**

Common Core State Standards - California

English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

### **IV. Preparation**

Review Lecture notes – you may make copies for students

Review Exercises – review, copy exercise, and hand out to students

### **V. Delivery (Teaching Strategies)**

Lecture with note-taking

Student discussion

Student performance

### **VI. Guided and Independent Practice**

Students work together, as well as independently, on critical thinking exercises.

Instructor discusses outcome of exercises with students

Students discuss various issues

Instructor provides constructive feedback

### **VII. Evaluation**

- Student and Instructor feedback

# INTERNET RESEARCH WORKSHEET

Name \_\_\_\_\_

Topic: \_\_\_\_\_

Find two documents from the Internet on the subject of your next speech.

1. Document:

\_\_\_\_\_  
\_\_\_\_\_

Did you locate this document through a search aid? Yes  No

If you answered yes, what is the name of the search aid? \_\_\_\_\_

If you answered no, how did you locate the document? \_\_\_\_\_

Why will the document be useful for your speech? Be specific. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Explain why the author or sponsoring organization for this document should be accepted as a credible source on your speech topic.

\_\_\_\_\_  
\_\_\_\_\_

2. Document:

\_\_\_\_\_  
\_\_\_\_\_

Did you locate this document through a search aid? Yes  No

If you answered yes, what is the name of the search aid? \_\_\_\_\_

If you answered no, how did you locate the document? \_\_\_\_\_

Why will the document be useful for your speech? Be specific. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Explain why the author or sponsoring organization for this document should be accepted as a credible source on your speech topic.

\_\_\_\_\_  
\_\_\_\_\_

# LIBRARY RESEARCH WORKSHEET

Name \_\_\_\_\_

Topic: \_\_\_\_\_

Find three articles in the library on the subject of your next speech. The articles can be from periodicals or newspapers.

1. Article:

\_\_\_\_\_  
\_\_\_\_\_

Did you locate this article through a periodical database? Yes  No

If you answered yes, what is the name of the database? \_\_\_\_\_

If you answered no, how did you locate the article? \_\_\_\_\_

Why will the article be useful for your speech? Be specific. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Article:

\_\_\_\_\_  
\_\_\_\_\_

Did you locate this article through a periodical database? Yes  No

If you answered yes, what is the name of the database? \_\_\_\_\_

If you answered no, how did you locate the article? \_\_\_\_\_

Why will the article be useful for your speech? Be specific. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Article:

\_\_\_\_\_  
\_\_\_\_\_

Did you locate this article through a periodical database? Yes  No

If you answered yes, what is the name of the database? \_\_\_\_\_

If you answered no, how did you locate the article? \_\_\_\_\_

Why will the article be useful for your speech? Be specific. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## **Speak Easy (11-12th Grades) Syllabus**

**Project Title:** (Oral Presentation)

**Course Purpose:** The purpose of the module is to prepare students to perform well on the MESA Day *Speak Easy* contest. Students will be introduced to speaking, presentation, critical thinking and research skills. Students will also be given many opportunities to assess their presentation skills via a number of exercises, which expose students to key language arts standards. Students will be expected to work individually and in groups to build self-confidence and communication skills. Throughout the module, students will be learning and utilizing critical thinking and writing skills.

**Module Designed For:** This module is designed to be used as part of the MESA Day 2005 Project Curriculum. Lessons substantially incorporate California Content Standards found in the Language Arts Framework for California Public Schools.

**Duration:** The material is organized to be presented over six weeks with a class that meets everyday for a 50-minute period. MESA Advisors may compress or expand the material as desired.

**Assessment Methods:** Assessments are continuous and include class participation, student performance, and Advisor evaluation.

**Course structure:** Over the six-week unit duration, 40% lecture and guided discussion, 40% student performance, and 20% student/Advisor evaluation.

**Prerequisites:** Must be a MESA student

**Textbooks and other resources:** There is no text. All material to teach the basic course is include in the course materials.

**Specific Objectives: On completion of the course the student should have a fundamental understanding of:**

- Speak Easy Contest Rules
- Performance Responsibilities
- Research
- Critical Thinking Skills
- Speech Evaluation
- The Four Key Language Art Standards

**Week One, Day One**

Objective: To Introduce contest rules and review syllabus  
To have students understand the values and traditions of public speaking  
To have students feel comfortable with each other

Outline (50 minutes):

Lecture 30 minutes

- I. Public speaking is a vital means of communication
  - A. During modern times, men and women around the globe have used public speaking to spread their ideas and influence.
    1. In the U.S., the list would include Franklin Roosevelt, Billy Graham, Cesar Chavez, Martin Luther King, Barbara Jordan, Ronald Reagan, and Elizabeth Dole.
    2. In other countries, it includes people such as Margaret Thatcher, Nelson Mandela, Rigoberta Menchu, and Aung San Suu Kyi.
  - B. The need for public speaking will touch almost every person at some time in her or his life.
    1. Public speaking helps people succeed in nearly all professions.
    2. Public speaking is a vital means of civic engagement.
    3. Public speaking is a form of empowerment.
- II. Public speaking has been taught and studied around the globe for thousands of years
  - A. The importance of effective public speaking has been recognized for millennia in many cultures.
    1. The oldest known handbook on effective speech was written on papyrus in Egypt some 4,500 years ago.
    2. Eloquence was highly prized in ancient India, Africa, and China, as well as among the Aztecs and other pre-European cultures of North and South America.
  - B. In classical Greece and Rome, public speaking played a central role in education and civic life and was studied extensively.
    1. Aristotle's *Rhetoric* is still considered the most important work on its subject.
    2. The Roman leader Cicero used his speeches to defend liberty and wrote several works about oratory in general.
  - C. The aim of a public speaking is to help students apply methods and strategies to help others understand their points and position.
    1. Students should keep in mind that the principles of public speaking are derived from a long tradition and have been confirmed by a substantial body of research.
    2. The more students know about those principles, the more effective they will be in their own speeches, as well as in listening to the speeches of other people.

Ice Breaker (20 minutes)

Each student stands at their desk and introduces themselves to the class (giving name only). After giving their name, students must talk for 30 seconds - 1 minute and give one reason why they think good speaking skills are important. Each student must provide classmates with a different reason than the person before them.

Debrief (10 minutes)

After each student speaks, the instructor gives affirmative feedback (that's a great idea, I never thought about that, wonderful perspective, good thinking, etc.) After all the students have spoken, the instructor then tells the class that they have just completed a public presentation. Congratulate them and have them applaud for themselves as well as each other. Explain that:

1. They have just given a mini presentation and have done well
2. They have little to worry about, because they have the skills (an eager and open mind, curiosity, poise, language skills) needed to become a great speaker (remind them that they have just spoken)
3. There will be little reason for apprehension because your class will provide them with a safe environment from which to practice
4. The challenge of any presentation is to think about the topic and speak clearly on the subject
5. They will be doing more speaking in this class than in any other that they have had
6. They will be prepared, by the end of six weeks, to speak in public with confidence and skill

During the explanation, students may comment or have questions. Feel free to respond accordingly.

Dismissal



**Week One, Day Two**

Objective: To discuss the similarities and differences of public speaking to conversation  
To participate in a critical thinking exercise  
To prepare students to think about their first official speech

Outline (50 minutes):

Lecture 20 minutes

- I. Public speaking and everyday conversation have a number of similarities and require similar skills
  - A. In both, people organize their thoughts logically.
  - B. In both, people tailor their message to the audience.
  - C. In both, people tell a story for maximum impact.
  - D. In both, people adapt to feedback from listeners.
  
- II. There are three key differences between public speaking and everyday conversation
  - A. Public speaking is more highly structured than ordinary conversation.
    1. There are usually time limits on the length of a speech.
    2. In most situations listeners do not interrupt a public speaker to voice questions or comments.
  - B. Public speaking requires more formal language than ordinary conversation.
    1. Listeners usually react negatively to slang, jargon, and bad grammar in public speeches.
    2. Because a public speech is supposed to be “special,” most successful speakers elevate and polish their language when addressing an audience.
  - C. Public speaking requires a different method of delivery from ordinary conversation.
    1. When conversing informally, most people talk quietly, interject stock phrases such “you know,” “like,” and “really,” adopt a casual posture, and the like.
    2. Effective public speakers adopt a more formal manner of delivery and avoid distracting mannerisms and verbal habits.
  - D. With study and practice, most people are able to master these differences and expand their conversational skills into speechmaking.
  
- III. Public speaking helps people develop critical thinking skills
  - E. Critical thinking involves a number of skills.
    1. Critical thinking involves being able to assess the strengths and weaknesses of an argument.
    2. Critical thinking involves distinguishing fact from opinion.
    3. Critical thinking involves judging the credibility of sources.
    4. Critical thinking involves assessing the quality of evidence.
    5. Critical thinking involves discerning the relationships among ideas.
  - F. These—and other—critical thinking skills are enriched by a public speaking class.
    1. As students organize their speeches, their ideas will become more clear and cohesive.
    2. As students work on expressing their ideas accurately, their thinking will become more precise.
    3. As students learn about the role of reasoning and evidence in speeches, they will become better able to assess reasoning and evidence in all types of situations.

Exercise (20 minutes)

Break students into pairs. Ask them to:

Think back on an important conversation you had recently in which you wanted to achieve a particular result. (*Examples:* Asking your teacher to change a grade; explaining to a friend how to do something; talking with your parents about buying the computer). With your partner, outline the conversation.

In your outline, explain the following: (1) your purpose in the conversation and the message strategy you chose to achieve your purpose; (2) the strategic changes you would make in preparing for and carrying out the conversation if you had it to do over again.

Debrief (10 minutes)

This exercise can be a very effective vehicle for class discussion about the basic elements of speech communication and how they interact with others. By stressing the strategic aspects of everyday conversation, this exercise also points to the similarities between conversation and public speaking.

Students should find that much of the strategic thinking that goes into preparing a speech is quite similar to the strategic thinking they often put into ordinary conversation.

Dismissal

Additional Material

- I. The information provided below can be included in this, and next, week's lesson plan. The idea is to have students begin to think about, and take seriously, the mini speeches they will create and perform during this module.
- II. The initial step in giving a first speech is finding a topic, identifying main points, and developing those points creatively.
  - A. Students should make sure their approach to the topic is appropriate for the time limit.
  - B. Once students have a speech topic, they should be creative in developing it.
    1. They can think of ways to make the topic mysterious or suspenseful.
    2. They can talk about the effects of the topic on people or the environment.
    3. They can use colorful, descriptive language.
    4. They can use humor as long as it is in good taste and grows naturally out of the speech content.
- III. The second step in giving a speech is organizing the content.
  - A. The introduction should get the audience's attention and reveal the topic of the speech.
  - B. The body can be organized in a number of ways, including chronological order and topical order.
    1. No matter which method of organization is used, there should be no more than two or three main points.
    2. Each main point should focus on a single aspect of the topic.
    3. Each main point should be introduced with a transition statement.
  - C. The conclusion should signal the end of the speech, reinforce the major theme, and, if possible, end on a dramatic or thought-provoking note.

- IV. The third step in giving the first speech is working on delivery.
- A. Most experts recommend speaking extemporaneously, which involves planning main points and supporting materials but not memorizing the speech.
    - 1. Extemporaneous speakers should be familiar with the substance of their speech so they need only a brief set of speaking notes.
    - 2. When speaking extemporaneously, students should try to feel as comfortable in front of the class as they do conversing with friends.
  - B. Effective extemporaneous delivery requires a great deal of rehearsal.
    - 1. During their initial rehearsals, speakers should focus on gaining control of the ideas rather than learning the speech word for word.
    - 2. The speech should be practiced out loud.
    - 3. When rehearsing, it is important to time the speech so it is neither too long nor too short.
  - C. There are several things to concentrate on when presenting the speech in class.
    - 1. Before beginning, speakers should take a moment to arrange their notes, set their body in an upright but relaxed posture, and smile at the audience.
    - 2. During the speech, they should gesture naturally, avoid distracting movements, maintain eye contact with the audience, and speak expressively.
    - 3. Speakers should also remember that nervousness is natural and that the anxiety they feel inside is usually not visible to the audience.

Additionally:

In this competition, students must present impromptu. Take this time to remind students that they should begin doing in-depth research on each of the topics listed as a subject for questions. Through their research, students should be able to develop pertinent questions and detailed, research based, answers. As they think about the various threads of thought generated by their research, students will become better prepared to answer any question that may be asked of them during competition.

**Week One, Day Three**

Objective: To discuss fear of public speaking  
To have students feel comfortable with each other

Outline (50 minutes):

Lecture 20 minutes

- I. One of the major concerns of students in any speech class is stage fright
  - A. It is entirely normal to feel nervous about the prospect of giving a public speech.
  - B. Even experienced public speakers have stage fright before their presentations.
  - C. There are six major steps students can take to control their nervousness and make it a positive force in their speeches.
    1. One is to take a speech class in which they will learn about speechmaking and gain speaking experience.
    2. Another is to be thoroughly prepared for every speech they present.
      - a. It is difficult to be confident of success when one stands up to speak without knowing what to say or how to say it.
      - b. Most people find that their confidence increases dramatically when they practice a speech until they have full command of the ideas and the delivery.
    3. It is also crucial that speakers think positively about themselves and the speech experience.
      - a. Confidence is largely the well-known power of positive thinking.
      - b. Speakers who think negatively about themselves and the speech experience are much more likely to be overcome by stage fright than are speakers who think positively.
      - c. For each negative thought about their speeches, students should counter with at least five positive ones.
    4. Using the power of visualization is another excellent way to combat stage fright.
      - a. Visualization is used by athletes, musicians, actors, speakers, and others to enhance their performance in stressful situations.
      - b. The key to visualization is creating a mental blueprint in which one presents a successful speech.
    5. Most speakers are also helped by knowing that their nervousness is usually not visible to the audience.
    6. It is also important not to expect perfection when delivering a speech.
      - a. Even accomplished speakers make mistakes, but most of the time no one besides the speaker notices.
      - b. Speechmaking should be seen as an act of communication rather than as a kind of performance in which absolute perfection is required.
      - c. Speech audiences are not looking for a virtuoso performance, but for a well-thought-out address that communicates the speaker's ideas clearly and directly.
  - D. In addition, there are a number of specific tips that can help students deal with nervousness.
    1. Be at your physical and mental best when speaking.
    2. Quietly tighten and relax hand or leg muscles while waiting to speak.
    3. Take a few slow, deep breaths before starting to speak.
    4. Work especially hard on your introduction.
    5. Make eye contact with people in the audience.
    6. Concentrate on communicating with the audience rather than on worrying about your nervousness.
    7. Use visual aids to help occupy the attention of the audience.

Exercise (20 minutes)

Break students into pairs. Ask them to:

Think about why they may feel afraid of speaking in public. Have students write down, and then discuss each other's fears. Have students choose which strategies (from the ones you have offered in lecture) will help them feel better. Have each pair report their observations to the rest of the class.

Debrief (10 minutes)

This exercise can be a very effective vehicle for class discussion about fear and how to cope with it. By stressing the ways in which fear can be overcome, this exercise helps students gain confidence. Students should find that they have many options to choose from. Be certain to comment after each pair has spoken. Address their particular fears and congratulate them on finding ways to cope.

Dismissal

**Week One, Day Four**

Objective: To discuss communication process  
To have students participate in a critical thinking exercise

Outline (50 minutes):

Lecture 20 minutes

- I. There are seven elements of the speech communication process.
  - A. Speech communication begins with a speaker.
    1. The speaker is the person who presents the message.
    2. Successful speakers combine technical skill with personal enthusiasm.
  - B. The message is whatever a speaker communicates to someone else.
    1. The goal of a speaker is to have the intended message be the message that is actually communicated.
    2. Achieving this depends both on what the speaker says (the verbal message) and how the speaker says it (the nonverbal message).
  - C. The channel is the means by which a message is communicated.
    1. Public speakers may use one or more of several channels—microphone, radio, television, etc.
    2. In speech class, the channel is the most direct because listeners see and hear the speaker without any media or electronic intervention.
  - D. The listener is the person who receives the communicated message.
    1. Everything a speaker says is filtered through a listener's frame of reference.
      - a. A listener's frame of reference is the sum total of his or her knowledge, experience, goals, values, and attitudes.
      - b. Because a speaker and listener are different people, they can never have exactly the same frame of reference.
    2. Because people have different frames of reference, a public speaker must take care to adapt the message to the particular audience being addressed.
  - E. Feedback consists of messages sent from the listener to the speaker.
    1. Most communication situations involve two-way communication, in which the speaker can see how the audience is responding.
    2. Successful public speakers learn to interpret the feedback sent by listeners and to adjust their messages in response to the feedback.
  - F. Interference is anything that impedes the communication of a message.
    1. Interference can be either external or internal.
      - a. External interference comes from outside the audience—such as a ringing telephone, the noise of traffic, or static in a microphone.
      - b. Internal interference comes from within the audience—such as poor listening skills or lack of concentration.
    2. Successful public speakers work to hold their listeners' attention despite interference.
  - G. The situation is the time and place in which speech communication occurs.
    1. Speech communication always takes place in a particular situation.
      - a. A conversation might occur over a candlelight dinner or in a noisy tavern.
      - b. A public speech might be presented in a small classroom, in a large auditorium, or at outdoor graduation ceremonies.
    2. Successful public speakers are alert to the situation and adjust their remarks to it.

Exercise (20 minutes)

Give students the following assignment: Think of a situation in which you sought to understand the message of, or to convey your own message to, someone from a different culture. The situation might have involved talking with one person, public speaking, or a film or a television program. Explain (a) the participants in the communication situation, (b) the message that was meant to be communicated, (c) the difficulty you had communicating—or understanding—the message, and (d) the outcome of the situation. Be prepared to present your analysis in class.

Debrief (10 minutes)

This exercise can provide an excellent vehicle for discussing barriers to communication. Because students are dealing with their own experiences, the exercise helps make the abstract concept of miscommunication more immediate and personal.

Dismissal

**Week One, Day Five**

Objective: To Have Students Perform a 30second-1 minute presentation

Outline (50 minutes):

Lecture ( 15 minutes)

- I. Make copies of the Speak Easy scoring sheet and distribute to class
  - a. Explain scoring process and sheet
  - b. Remind students that the top scoring categories are the criteria for measurement when evaluating class performance
- II. Create a Presentation Roster
  - a. Share roster with students
  - b. Explain the purpose (to establish speaking order for presentations)

Performance (30 minutes)

Each student will introduce themselves to the class. Encourage them to talk about something that few people know about them.

Debrief (5 minutes)

This exercise provides an opportunity for students to practice speaking while discussing something they know well: themselves. The topic should make them feel comfortable and allow them to speak fairly fluently. Give warm approval for their performance, but do not use the evaluation sheet just yet.

Dismissal



**Week Two, Day One**

Objective: To explain two types of informative speeches  
To have students think critically

Outline (50 minutes):

Lecture 30 minutes

(Note to Instructor: Informative speaking is featured within this curriculum because it lends itself well to the topics chosen for the Speak Easy competition)

- I. Speaking to inform is one of the most important skills a student can develop.
    - A. Informative speaking is vital to success in the workplace.
      1. In one survey, informative speaking was ranked as the most important speech skill in the workplace.
      2. In another survey, 62 percent of the respondents said they used informative speaking "almost constantly."
    - B. Public speaking to inform occurs in a wide range of everyday situations.
      1. There are endless situations in which people need to inform others.
      2. The ability to convey knowledge and understanding will prove valuable to students throughout their lives.
    - C. There are three criteria for effective informative speaking.
      1. The information should be communicated accurately
  2. The information should be communicated clearly.
    3. The information should be made meaningful and interesting to the audience.
- 
- II. Informative speeches can be classified into two types.
  - A. Some informative speeches are about objects.
    1. Speeches about objects describe something that is visible, tangible, and stable in form.
      - a. Objects may have moving parts or be alive.
      - b. They may include places, structures, animals, even people.
    2. Speeches about objects need to be sharply focused.
      - a. A speaker cannot convey everything about an object in a brief speech.
      - b. It is important to choose a specific purpose that is not too broad to be achieved in the allotted time.
    3. Speeches about objects can use a variety of organizational patterns.
      - a. A speech about the history or evolution of an object would be arranged in chronological order.
      - b. A speech about the main features of an object might be arranged in spatial order.
      - c. Most informative speeches about objects will fall into topical order.
  - B. Some informative speeches are about processes.
    1. A process is a systematic series of actions that leads to a specific result or product.
    2. Speeches about processes explain how something is made, describe how something is done, or convey how something works.
    3. There are two kinds of informative speeches about processes.
      - a. One type explains a process so the audience will understand it better.
      - b. The other type explains a process so the audience will be able to perform the process themselves.
    4. Speeches about processes often require visual aids.

- a. Charts are an effective way to outline the steps of a process.
  - b. In some cases, the speaker will need to demonstrate the steps or techniques of the process.
5. Speeches about processes require careful organization.
- a. Speeches that explain a process step by step are arranged in chronological order.
  - b. Speeches that focus on the major principles or techniques involved in performing the process are usually arranged in topical (topic) order.
  - c. Whichever method of organization is used, each step in the process must be clear and easy for listeners to follow.

#### Ice Breaker (20 minutes)

Break students into dyads. Have students talk about their favorite class and the reasons why they like it. Give them five minutes in which to prepare. Each dyad is then to share their information with the class (1 minute). Instead of having students speak from their desks, have them speak from the front of the room.

#### Debrief (10 minutes)

1. Be certain to give affirmative feedback to each presentation. Also, now is a good time to introduce constructive criticism to students by offering one point that will help them with other presentations (example: nice presentation, but could not hear you clearly; good information, but it was not well organized so that we could understand).

Students may want to comment or have questions. Feel free to respond accordingly.

#### Dismissal

**Week Two, Day Two**

Objective: To explain two additional types of informative speeches  
To have students think critically

Outline (50 minutes):

Lecture 20 minutes (Informative speaking, continued)

- C. Some informative speeches are about events.
  - 1. Speeches about events can deal with any kind of happening or occurrence.
    - a. The occurrence may be historical in nature—such as the Battle of Little Big Horn or the civil rights movement.
    - b. The occurrence may be everyday in nature—such as modern dance or chronic fatigue syndrome.
  - 2. There are many ways to organize a speech about an event.
    - a. Speeches that recount the history of an event are arranged in chronological order.
    - b. Speeches that analyze the causes and effects of an event are arranged in causal order.
    - c. Speeches that deal with particular elements of an event are usually arranged in topical order.
- D. Some informative speeches are about concepts.
  - 1. Speeches about concepts convey information concerning beliefs, theories, principles, or other abstract subjects.
  - 2. Speeches about concepts are usually arranged in topical order.
    - a. One common approach is to enumerate the main features or aspects of the concept.
    - b. A more complex approach is to define the concept, identify its major elements, and illustrate it with specific examples.
    - c. Yet another approach is to explain competing schools of thought about the concept.
  - 3. Speeches about concepts are often more complex than other kinds of informative speeches.
    - a. When discussing concepts, a speaker should avoid technical language and define terms clearly.
    - b. A speaker should also use examples and comparisons to make concepts understandable to listeners.
- E. The lines dividing speeches about objects, processes, events, and concepts are not absolute.
  - 1. Most topics can fit into more than one category depending on how the speech is developed.
  - 2. The most important thing is that speakers decide how they want to handle a topic and then develop the speech accordingly.

Critical Thinking Exercise (20 minutes)

Have students work in groups of three

- 1. Below is a list of subjects for informative speeches. You have two tasks: (a) Select two of the topics and prepare a specific purpose statement for an informative speech about each of the two. Make sure that your two specific purpose statements are different and draw focus on the topic as an object, a process, an event, or a concept. (b) Explain what method of organization you would most likely use in structuring a speech about

each of your specific purpose statements. Write your two purpose statements out clearly and bring them to the next class for discussion

hobbies	sports
animals	music
science	cultural customs
education	technology
media	health

Debrief (10 minutes)

This exercise gets students to work on developing specific purpose statements for informative speeches. It also leads them to apply what is said in lecture about methods of organizing informative speeches. Allow them to ask questions regarding the assignment.

Dismissal

**Week Two, Day Three**

Objective: To explain the five guidelines for effective informative speaking  
To allow to prepare for an informative presentation

Outline (50 minutes):

Lecture 20 minutes (Informative speaking, continued)

- I. There are five guidelines for effective informative speaking).
  - A. Informative speakers should be wary of overestimating what the audience knows.
    1. In most cases, the audience will be only vaguely knowledgeable about the speaker's topic.
    2. The speaker cannot assume the audience will know what he or she means.
    3. To avoid misunderstanding, the speaker must explain ideas thoroughly and clearly.
    4. One way to do this is to consider whether the speech will be clear to someone who is hearing about the topic for the first time.
    5. Informative speakers should keep in mind the journalists' code: "Never overestimate the knowledge of your audience; never underestimate the intelligence of your audience."
  - B. Informative speakers should find ways to relate the subject directly to the audience.
    1. Informative speakers must recognize that what is fascinating to them may not be fascinating to everybody.
    2. Effective informative speakers work to get the audience interested—and to keep them interested.
      - a. They begin with a creative introduction that connects the topic with the interests and concerns of the audience.
      - b. They find ways throughout the body of the speech to talk about the topic in terms of their listeners.
  - C. Informative speakers should avoid being too technical.
    1. An informative speech may be overly technical because the subject matter is too specialized for the audience.
    2. An informative speech may also be overly technical because of the speaker's use of jargon or obscure language.
    3. Effective informative speakers select topics that are not too technical for the audience.
    4. Effective informative speakers recognize that language appropriate for an audience of specialists may well be confusing to a general audience.
  - D. Informative speakers should avoid abstractions.
    1. Replacing tedious abstractions with specific details makes an informative speech more compelling.
    2. One way to avoid abstractions is through description.
      - a. Colorful descriptions of external events can draw listeners into the speech.
      - b. Description can also be used to communicate internal feelings vividly and engagingly.
    3. A second way to avoid abstractions is with comparisons.
      - a. Comparisons allow a speaker to explain new ideas in concrete, familiar terms.

- b. Effective informative speakers are adept at using comparisons to draw listeners into the speech.
- 4. A third way to avoid abstractions is with contrast.
  - a. Like comparison, contrast can put abstractions into concrete terms.
  - b. Contrast is also an excellent way to give listeners a sense of perspective on concepts and events.
- E. Informative speakers should personalize their ideas.
  - 1. Nothing enlivens an informative speech more than personal illustrations.
  - 2. Whenever possible, informative speakers should try to dramatize their ideas in human terms.
  - 3. The best way to accomplish this is with examples—real or hypothetical—that personalize the subject matter.

Exercise (25 minutes)

Encourage students to read their purpose statements to the class. Encourage them to follow your lead by providing both supportive and constructive comments to the statements offered (Do they make sense? Are they appropriate? Are they clear? etc.) Assign students to prepare a 1- minute informative presentation based on ONE of the purpose statements they have developed. This speech will be presented individually the next time that class meets.

Debrief (5 minutes)

This exercise allows students to developing specific purpose statements for informative speeches. Although the competition is impromptu, students are encouraged to prepare this presentation so that they can learn how to organize and present material. It also forces them to use some of the information provided in lecture. By learning the appropriate presentation structure, students will be better prepared to think on their feet during an impromptu presentation. Before they leave, allow students to ask questions, make comments, and discuss the topics/perspectives offered as well as the next assignment.

Dismissal

**Week Two, Day four**

Objective:       To have students perform prepared material in front of an audience  
                      To give instructor practice with speech evaluation  
                      To have students practice speech evaluation

**Instructor Responsibilities**

Today you will critique individual students' work and encourage the class to participate in an oral evaluation of speeches. After each speech is given, ask students for feedback. After they have provided one or two comments, you, verbally, provide additional insight into the presentation. After class, hand each student their written evaluation (use the evaluation sheet provided for the Speak Easy competition and mark areas that are appropriate).

Please note that it is important that students receive written evaluations of their speeches. Because such evaluations are usually the major channel of feedback from the instructor about the speeches, they need to be handled with great care. Evaluation forms should indicate clearly the elements of the speech on which the student is being assessed. They should also allow room for written comments.

The most difficult task when evaluating speeches is to maintain a positive, encouraging tone while at the same time being candid with students about the shortcomings of their speeches. Evaluations should be realistic in appraising the speech, but they should be offered in a kind, optimistic tone that provides hope and encouragement for future speeches.

Whether you are preparing a written evaluation, discussing speeches in class, or meeting individually with students in a post-speech conference, it is usually a good idea to adopt the "good news/bad news" strategy of evaluation. That is, focus first on what the student did well in her or his speech. Be sure to find some positive comments, even if nothing more than "Excellent choice of topic," "Nice job of meeting the time limits," or "You certainly have a strong speaking voice." In most cases, you will have a fair number of substantive positive comments to make.

Once you have provided the "good news," you can turn to the "bad news"—that is, comments about the weaknesses of the speech. There is no need, in composing these comments, to construct a high-powered rhetorical analysis. Your objective is to help students grow as speakers by letting them know exactly what they need to correct and what steps they can take to improve. Try to give each speaker a few specific items to work on in the next speech. This will focus your students' energies and give them a concrete sense of your expectations.

Finally, it is important to recognize that, no matter what you do, you cannot please all students when it comes to evaluation and grading. Even the most experienced, most effective teachers have students who are disgruntled over their grades. All you can do is assess your students fairly and seek to communicate that assessment clearly, concisely, and constructively. The rest is up to your students.

**Debrief (5 minutes)**

Ask if there are any questions about the day's activities. Remind those speakers who are yet to perform that they should practice their presentation.

**Dismissal**

**Week Two, Day five**

Objective: Continuation of Informative Performance  
To have students perform prepared material in front of an audience  
To give instructor practice with speech evaluation  
To have students practice speech evaluation

**Instructor Responsibilities**

Today you will continue to critique individual students' work and encourage the class to participate in an oral evaluation of speeches. After each speech is given, ask students for feedback. After they have provided one or two comments, you, verbally, provide additional insight into the presentation. After class, hand each student their written evaluation (use the evaluation sheet provided for the Speak Easy competition and mark areas that are appropriate).

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**Debrief (5 minutes)**

Ask if there are any questions about the day's activities. Give supportive comments to the class regarding their efforts and performance.

**Dismissal**



**Week Three, Day One**

Objective: To help students understand the brainstorming process  
To identify general and specific purpose of a presentation

Outline (50 minutes):

Lecture 20 minutes

- I. Although topic areas are already chosen for the impromptu competition, in general, the first step in speechmaking is choosing a topic.
  - A. Topics for speeches outside the classroom are usually determined by the occasion, the audience, and the speaker's qualifications.
  - B. There are several sources for topics for classroom speeches (remember that, while you are giving students a general view, they will soon devote their creative efforts toward developing the topics provided by the Speak Up competition).
    1. Topics for classroom speeches can come from subjects about which students already know a great deal.
    2. Topics for classroom speeches can come from subjects about which a student is interested and wants to learn more.
    3. Topics for classroom speeches can come from issues about which students hold strong opinions and beliefs.
    4. Students can use several brainstorming procedures to help select a topic.
      - a. They can make an inventory of interests, skills, experiences, and the like.
      - b. They can cluster possible topics into categories such as people, places, events, processes, plans and policies, and so forth.
      - c. They can browse through encyclopedias, dictionaries, or other reference materials in search of a topic.
      - d. They can use a subject-based search engine such as Yahoo to help find a topic via the Internet.
    5. Whatever method students use, they should settle on a topic as early as possible.
- II. After choosing a topic, speakers need to determine the general purpose of the speech.
  - A. There are usually two general purposes for classroom speeches—to inform or to persuade.
  - B. When the general purpose is to inform, speakers act as teachers.
    1. Their goal is to communicate information clearly, accurately, and interestingly.
    2. They seek to enhance the knowledge and understanding of their listeners.
  - C. When the general purpose is to persuade, speakers act as advocates.
    1. Their goal is to change the attitudes or actions of their audience.
    2. They seek to get their listeners to believe something or to do something.
- III. Once the general purpose is clear, the next step is narrowing to the specific purpose.
  - A. The specific purpose should indicate precisely what the speaker wants the audience to know or believe after the speech.
    1. It should focus on a clearly defined aspect of the topic.
    2. It should be expressed as a single infinitive phrase that includes the audience.
  - B. There are five tips for forming a good specific purpose statement.
    1. It should be a full infinitive phrase, not a fragment.
    2. It should be phrased as a statement, not a question.
    3. It should avoid figurative language.
    4. It should be limited to one distinct idea.
    5. It should not be too vague or general.

- C. Once students have a specific purpose statement, they should ask themselves the following questions:
1. Does the specific purpose meet the assignment?
  2. Can this specific purpose be accomplished effectively in the time allotted?
  3. Is the specific purpose relevant to the audience?
  4. Is the specific purpose too trivial for the audience?
  5. Is the specific purpose too technical for the audience?

Exercise (25 minutes)

Here are several specific purpose statements for classroom speeches. Identify the problem with each, and rewrite the statement to correct the problem.

- a. To inform my audience how to make perfect popcorn every time.  
**For Discussion:** Although Orville Redenbacher would find how to make popcorn a consequential topic, this specific purpose is too trivial for most classroom speeches.
- b. To inform my audience about the growth of credit card fraud and the methods of sound financial planning.  
**For Discussion:** This specific purpose statement contains two separate ideas. A more effective statement would be "To inform my audience about the growth of credit card fraud." Or "To inform my audience about the methods of sound financial planning." Or even "To inform my audience how to manage their use of credit cards in a manner consistent with sound financial planning."
- c. What is obsessive-compulsive disorder?  
**For Discussion:** This specific purpose statement is phrased as a question. A more effective statement would be "To inform my audience about the symptoms, causes, and treatment of obsessive compulsive disorder."
- d. To inform my audience why square grooves are superior to U-shaped grooves on golf clubs.  
**For Discussion:** This specific purpose statement is too technical—and perhaps too trivial—for an audience not composed of golf enthusiasts. A more effective specific purpose statement for a classroom speech on golf might be "To inform my audience about the development of golf as a popular sport." Or "To inform my audience about the different kinds of clubs used in playing golf."
- e. To inform my audience about Thailand.  
**For Discussion:** This specific purpose statement is too broad. A more effective statement would be "To inform my audience about the major customs of everyday life in Thailand."
- f. Donate blood.  
**For Discussion:** This specific purpose statement is written as a fragment. A more effective statement would be "To persuade my audience to contribute to the next campus blood drive."
- g. To persuade my audience that something has to be done about the problem of antibiotic-resistant bacteria.



**Week Three, Day Two**

Objective: To help students distinguish between the specific purpose and the central idea of a speech  
To formulate a specific purpose statement and central idea in accordance with the guidelines presented

Outline (50 minutes):

Lecture 10 minutes

- I. The central idea further refines and sharpens the specific purpose statement.
  - A. The central idea is a concise statement of what the speaker expects to say in the speech.
    1. It is more precise than the topic or the specific purpose statement.
    2. It sums up the speech in a single statement.
  - B. Often called a thesis statement, the central idea encapsulates the main points to be developed in the body of the speech.
    1. It is what the speaker wants the audience to remember when they have forgotten everything else about the speech.
    2. It reveals more about the content of the speech than does the specific purpose statement.
  - C. Unlike the specific purpose statement, the central idea usually crystallizes late in the process of preparing a speech.
  - D. A well-worded central idea should meet four criteria.
    1. It should be expressed in a full sentence.
    2. It should not be in the form of a question.
    3. It should avoid figurative language.
    4. It should not be too vague or general.

Exercise (30 minutes)

Below are three sets of main points for speeches. Place students in groups of three and ask them to supply each set with the general purpose, specific purpose, and central idea (these are provided for you, the instructor).

General Purpose: To inform

Specific Purpose: To inform my audience about the four major steps in making pottery.

Central Idea: The four major steps in making pottery are preparing the clay, shaping the clay, decorating and glazing the clay, and firing the finished product.

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.

- General Purpose:** To persuade
- Specific Purpose:** To persuade my audience to volunteer as a literacy tutor.
- Central Idea:** You should volunteer as a literacy tutor because it helps children, strengthens the community, and is personally rewarding.
- Main Points:**
- I. You should volunteer as a literacy tutor because it helps children.
  - II. You should volunteer as a literacy tutor because it strengthens the community.
  - III. You should volunteer as a literacy tutor because it is personally rewarding.

- General Purpose:** To inform
- Specific Purpose:** To inform my audience about the accomplishments of Leonardo da Vinci.
- Central Idea:** Leonardo da Vinci was an accomplished painter, inventor, and astronomer.
- Main Points:**
- I. As a painter, Leonardo da Vinci produced *The Last Supper*, the *Mona Lisa*, and other masterpieces.
  - II. As an inventor, Leonardo da Vinci drew plans for such devices as a parachute and a flying machine.
  - III. As an astronomer, Leonardo da Vinci concluded that the earth revolves around the sun.

Debrief (10 minutes)

The virtue of this exercise is that it clarifies the relationships among the specific purpose, the central idea, and the main points. This issue is vitally important. It looks easy, but quite a few students have trouble with it, therefore, it becomes even more important in impromptu presentations where long preparation time is simply not available. If students can learn to easily understand the relationships between the specific purpose, the central idea and the main points, they will be better prepared to organize their research and ideas to create their impromptu speech. Encourage students to look at the various ways the topic areas provided by the Speak Easy competition can be approached. Use the structure from the previous exercise to outline one possibility with students so that they understand how the process works in relation to the topic areas. Now assign, as homework, for students to create two

purpose statements using the topic areas from the Speak Easy competition and the structure provided by today's exercise (include any research they have done thus far). Have them bring in their work for discussion in tomorrow's class.

Dismissal

**Week Three, Day Three**

Objective: To help students understand how drawing on their own knowledge and experience can enrich their presentations.  
To explain resources available for research

Outline (50 minutes):

Exercise (25 minutes)

Pair students and have them assess their partner's homework. Walk among the pairs, listening to their discussions and interjecting where appropriate or needed. After 10 minutes, have the class focus their attention on you as you ask students to read their homework material to the entire class. Ask the class for comments and add your own to fully develop each student's homework assignment.

Lecture (20 minutes)

- I. A speaker's own knowledge and experience can be a valuable resource for information on a speech topic.
  - A. We usually speak best about topics with which we are familiar.
  - B. Supplementing facts and figures from books with personal experience can add color and emotion to a speech.
  
- II. Library research is an important source of material for speeches.
  - A. Librarians are an excellent resource.
    1. They can help locate specific information.
    2. They can also identify specialized research sources.
  - B. The catalog lists all the books, periodicals, and other resources owned by the library.
    1. Most catalogues allow users to search by author, title, subject, or keyword.
    2. The key to finding a book on the shelves is the call number.
  - C. Periodical databases are indispensable for finding articles in magazines and journals.
    1. Depending on the database, users may be able to call up the full text of articles.
    2. Most databases provide an abstract that summarizes the content of each article.
    3. There are two major types of periodical databases: special and general.
  - D. Newspapers are invaluable for research on many topics.
    1. Local newspapers can usually be found in the periodicals room.
    2. Articles from national and international newspapers can be found on databases such as ProQuest Newspapers, LexisNexis Academic Universe, and Global NewsBank.
    3. Another excellent resource is *Editorials on File*, which reprints editorials from hundreds of U.S. newspapers.
  - E. Reference works contain a wealth of information about almost any topic.
    1. Encyclopedias provide accurate, objective information on a wide range of subjects.
      - a. General encyclopedias offer articles about all branches of human knowledge.
      - b. Special encyclopedias are devoted to specific subjects and are more detailed than general encyclopedias.

2. Yearbooks are annual publications that are invaluable for current information.
  - a. The *Statistical Abstract* is the standard source for numerical information on life in the United States.
  - b. The *World Almanac and Book of Facts* includes data from international sources.
  - c. *Facts on File* covers national and international news events.
3. Dictionaries offer a wide range of information about language.
  - a. Some dictionaries, such as *Webster's*, define words currently in use.
  - b. Others, such as the *Oxford English Dictionary*, provide histories of words or phrases.
4. Quotation books can be useful, especially for introductions and conclusions.
  - a. The best-known quotation book is *Bartlett's Familiar Quotations*.
  - b. There are also many specialized quotation books.
5. Biographical aids provide information about people in the news.
  - a. Works such as *International Who's Who* and *Who's Who of American Women* contain brief life and career facts.
  - b. *Current Biography* provides more detailed information.
6. Atlases and gazetteers provide geographical information.
  - a. Atlases contain maps, charts, and tables about all parts of the world.
  - b. Gazetteers follow the same alphabetical format as dictionaries, but all the entries deal with geographical topics.

Debrief (5 minutes)

By allowing students to work on their classmate's assignment and provide comments, you are helping to build their critical assessment skills. At the close of the period, be certain to give students positive comments regarding their assessment skills.

Dismissal



**Week Three, Day Four**

Objective: To explain internet use.  
To offer tips on research

Outline (50 minutes):

Lecture (20 minutes)

- I. When used responsibly and efficiently, the Internet can be a powerful tool for speech research.
  - A. There are three major kinds of search aids for locating information on the Web.
    1. Search engines index Web pages and comb through them to find what a researcher wants.
      - a. Each search engine works a little differently and indexes different pages.
      - b. Researchers may need to use more than one search engine to find what they need.
    2. Metasearch engines send a researcher's request to several search engines at the same time.
      - a. Metasearch engines allow researchers to cast a broader net than with a single search engine.
      - b. Metasearch engines are especially useful when looking for something very obscure.
    3. Virtual libraries combine Internet technology with traditional library methods of cataloguing and assessing data.
      - a. Virtual libraries have been established by librarians and other information professionals.
      - b. Though much smaller than commercial search engines, virtual libraries are the best tools for locating reliable, high-quality Web resources.
  - B. Regardless of the kind of search aid one chooses, it should be used systematically and efficiently.
    1. One approach is to conduct a keyword search.
      - a. Each search engine has its own procedures for efficient keyword searches.
      - b. Following those procedures is especially important for searches involving multiple words.
    2. Another approach is to conduct a subject search.
      - a. Searching by subject is often more efficient than conducting a keyword search.
      - b. The most popular subject-based search engine is Yahoo.
  - C. Whether one researches by subject or by keyword, it is vital to have a method of keeping track of useful looking sources.
    1. Each Web site is identified by its URL (Uniform Resource Locator).
    2. The URL can be recorded either by hand or by bookmarking it electronically.
  - D. The Internet also contains many specialized resources for researching a speech.
    1. It provides handy access to government documents and publications.
    2. It has a number of sites for basic reference information.
    3. It contains many sites for information about news and current events.
    4. It is a rich source of material on topics with multicultural dimensions.
  - E. There are three primary criteria for evaluating the quality of documents found on the Internet.
    1. If possible, one should assess the objectivity and expertise of a document's author.

2. If there is no identifiable author, one should assess the sponsoring organization that produced the document.
  3. Regardless of authorship or sponsorship, it is important to check the recency of the document.
- F. Research materials found on the Internet need to be cited both in the speech bibliography and in the speech itself.
1. Bibliography citations should include the author, title, date of publication, URL, and date the document was accessed.
    - a. One format for bibliographical citation is taken from the American Psychological Association (APA).
    - b. Another format is taken from the Modern Language Association (MLA).
  2. Citing Internet sources in the speech is just as important as citing print sources.
    - a. It would take too much time to include all the information included on the bibliographic citation.
    - b. On the other hand, a speaker should not simply say, "As I found on the Internet."
    - c. Oral citations should identify the author or sponsoring organization, as well as the Web site on which the information was found.
- II. Interviewing people with specialized knowledge is another way to gather materials for a speech.
- A. The first stage in the interviewing process takes place before the interview.
1. The interview process begins when a speaker formulates a purpose for the interview.
  2. Once the purpose of the interview is clear, a speaker must decide whom to interview and set up an appointment with that person.
  3. Next the speaker needs to decide whether or not to record the interview.
    - a. The major advantage of recording an interview is that recording makes it easy to check for direct quotes and important facts.
    - b. Even when a recorder is used, the interviewer should take notes in case the recorder malfunctions.
    - c. It is unethical to record an interview without the knowledge or consent of the person being interviewed.
  4. The most important task before the interview is preparing the questions to be asked.
    - a. Avoid leading questions, hostile questions, and questions that can be answered without the interview.
    - b. Phrase tough questions as neutrally as possible and save them until near the end of the interview.
    - c. Arrange questions in the order they are to be asked and go to the interview with a list of questions.
- B. The second stage of the interview process takes place during the interview itself.
1. It is important to dress appropriately and to show up on time.
  2. It is a good idea at the outset to restate the purpose of the interview so as to refresh the interviewee's memory.
  3. If the interviewee consents to having the interview recorded, the equipment should be set up quickly and inconspicuously.
  4. The most important part of the interview is asking the questions.
    - a. Effective interviewers keep on track by making sure they cover the questions on their prearranged list.
    - b. At the same time, they take advantage of opportunities to ask follow-up questions or to pursue new information.
  5. In addition to asking good questions, the interviewer must listen carefully to the answers.

- a. Effective interviewers will ask for clarification if an answer is unclear.
      - b. They will also double check if they have questions about a quotation.
    6. Finally, the interviewer should try not to exceed the stipulated time period for the interview.
  - C. The third stage of the interview process takes place after the interview.
    1. While the interview is still fresh, the researcher should review her or his notes.
      - a. Effective interviewers try to discover the main points that emerged during the interview.
      - b. They also try to identify specific information that may be useful in the speech.
      - c. If anything is unclear, the interviewer should call the interviewee to check the facts.
    2. As soon as possible after the interview, the researcher should transcribe ideas and information from the interview into the same format as the rest of her or his research notes.
- III. Regardless of which resources speakers rely on in gathering speech materials, there are several ways to make their research more productive.
- A. It is imperative that speakers begin their research early.
    1. Starting early helps ensure that there will be adequate time to conduct thorough research.
    2. Starting early also allows the speaker time to think about and organize materials gathered during the research process.
  - B. Speakers should create a preliminary bibliography of research sources.
    1. A preliminary bibliography lists every source that looks as if it might be helpful in preparing the speech.
    2. It is longer than the final bibliography, which lists only those sources that are actually used in the speech.
  - C. Speakers can save time and energy by taking research notes efficiently.
    1. They should take plenty of notes.
    2. They should record notes in a consistent format and make a subject heading for each note.
    3. They should make a separate entry for each note.
    4. They should distinguish among direct quotations, paraphrases, and their own ideas.
    5. They should use index cards if they record notes by hand.
  - D. The research process is most productive when speakers think about their materials as they research.
    1. Doing research is more than a mechanical routine.
    2. It involves creativity to find interesting information.
    3. It involves critical thinking in assessing research materials and their relationship to the speech topic.

Exercise (25 minutes)

Pair students, and, using the interview criteria provided in lecture, ask students to interview their partner regarding their MESA experience (why they are in MESA, what they have done while in MESA, what they may have learned, events participated in etc.). Require students take notes during the interview. For homework, students are to prepare a 1-minute presentation based on their interview and be prepared to present at the next class meeting.

Debrief (5 minutes)

This exercise gives students an opportunity to practice their interview and presentation skills. Encourage students to think creatively about the information they have acquired. As they prepare to present, ask students to work on being clear and present their partner's experiences and ideas as objectively as possible—at the same time, making the information interesting to the rest of the class. Ask students to think about the questions they should have asked and note down the reasons why they did not (students are to bring this to the next class along with their 1 minute speech).

Dismissal

**Week Three, Day Five**

Objective: To offer students the opportunity to perform.  
To offer students feedback, via student and teacher comments, on their performance.  
To have students reflect upon the interview process.

Outline (50 minutes):

Student Performance (45 minutes)

Each student presents his or her 1-minute presentation based on material drawn from a classmate's experience in MESA.

After the students have finished their presentation, ask them to reflect on the interview process (Did they get all the information they wanted? Did they get interesting information? What might they have done differently?) Wait for students to explain themselves on this issue. Then give your comments (using the scoring criteria sheet provided for the Speak Easy competition) and ask students to evaluate the performance. Remember, always begin with the positive, and then move to the negative aspects of their performance.

Debrief (5 minutes)

Remind students that the speech process is not an easy one. Congratulate them on their progress and give supportive comments.

Dismissal

**Week Four, Day One**

Objective: To explain the importance of effective language use.  
To explain the difference between denotative and connotative meaning.

Outline (50 minutes):

Lecture (10 minutes)

- I. Language is important.
  - A. Contrary to popular belief, language does not simply mirror reality.
  - B. Language helps create our sense of reality by giving meaning to events.
    1. Language is not neutral.
    2. The words we use to label an event determine to a great extent how we respond to it.
  - C. Words are vital to thinking itself.
    1. Thought and language are closely linked.
    2. On most occasions when we are looking for “just the right word,” what we are really looking for is just the right idea.
  - D. Words are the tools of a speaker’s craft.
    1. Different words have different uses—just like the tools of any profession.
    2. Public speakers must choose the right words for the job they want to do.
- II. Words have two kinds of meaning—denotative and connotative.
  - A. Denotative meaning is precise, literal, and objective.
    1. It describes the object, person, or idea referred to.
    2. One way to think of a word’s denotative meaning is as its dictionary definition.
  - B. Connotative meaning is more variable, figurative, and subjective.
    1. It is what the word suggests or implies.
    2. Connotative meaning includes all the ideas, feelings, and emotions associated with the word.
  - C. Choosing words skillfully for their denotative and connotative meanings is a crucial part of the speaker’s art.

Exercise (30 minutes)

Have students work in dyads.

1. In each of the following sentences, select the most appropriate word to complete the statement:
  - a. insisted, persisted, urged, persevered  
I \_\_\_\_\_ her to treat her roommates more kindly.  
Though he tried to prove his innocence, the district attorney \_\_\_\_\_ in believing him guilty.  
Despite the difficulty of the job, she \_\_\_\_\_ until she completed it.  
He \_\_\_\_\_ that gun control legislation will do little to reduce crimes of violence.
  - b. guess, prediction, estimate, forecast

I just read the *Wall Street Journal's* \_\_\_\_\_ for the economy next year.

Will you turn on the television and get the weather \_\_\_\_\_ for tomorrow?

It's always a good idea to get a written \_\_\_\_\_ before taking your car in for repairs.

Chien doesn't have the foggiest idea how many jelly beans are in the jar. He's just making a \_\_\_\_\_.

- c. snap, tap, clap, slap

I knew someone was following me through the woods when I heard a twig \_\_\_\_\_ behind me.

The insistent \_\_\_\_\_ of the flag against the pole increased the drama of the military funeral.

Sheila walked with so much spring in her step you could hear her feet \_\_\_\_\_ on the sidewalk.

All at once we heard a tremendous \_\_\_\_\_ of thunder.

- d. necessary, compulsory, unavoidable, irresistible

The final exam in this course is \_\_\_\_\_.

Milos tried to turn down the offer of a free Caribbean cruise, but in the end he found it simply \_\_\_\_\_.

Proper clothing is \_\_\_\_\_ to survival in the Arctic.

Because Crystal's train was late, her failure to keep the appointment was really \_\_\_\_\_.

Debrief (10 minutes) This is an enjoyable exercise that increases students' awareness of the importance of careful, accurate word choice. The correct answers follow. Work through the exercises by asking students to share their answers with the class. Give appropriate feedback to answers provided.

- a. insisted, persisted, urged, persevered

I urged her to treat her roommates more kindly.

Though he tried to prove his innocence, the district attorney persisted in believing him guilty.

Despite the difficulty of the job, she persevered until she completed it.

He insisted that gun control legislation will do little to reduce crimes of violence.

- b. guess, prediction, estimate, forecast

I just read the *Wall Street Journal's* prediction for the economy next year.

Will you turn on the television and get the weather forecast for tomorrow?

It's always a good idea to get a written estimate before taking your car in for repairs.

Chien doesn't have the foggiest idea how many jelly beans are in the jar. He's just making a guess.

c. snap, tap, clap, slap

I knew someone was following me through the woods when I heard a twig snap behind me.

The insistent slap of the flag against the pole increased the drama of the military funeral.

Sheila walked with so much spring in her step you could hear her feet tap on the sidewalk.

All at once we heard a tremendous clap of thunder.

d. necessary, compulsory, unavoidable, irresistible

The final exam in this course is compulsory.

Milos tried to turn down the offer of a free Caribbean cruise, but in the end he found it simply irresistible.

Proper clothing is necessary to survival in the Arctic.

Because Crystal's train was late, her failure to keep the appointment was really unavoidable.

Dismissal



**Week Four, Day Two**

Objective: To explain the importance accurate language use.

Outline (50 minutes):

Lecture (15 minutes)

- I. Public speakers need to use language accurately.
  - A. Using language accurately is as vital to a speaker as using numbers accurately is to an accountant.
    1. Speakers need to be sensitive to the shades of meaning of different words. (example: to, two, and too)
    2. Speakers should not use a word unless they are confident of its meaning. (pick words out of the dictionary and have students give you the meanings)
  - B. Speakers who have serious aspirations should develop a systematic plan for improving their vocabulary.
    1. Introduce students to the Thesaurus (show them an example)
- II. Public speakers need to use language clearly.
  - A. Because listeners cannot turn to a dictionary or reread a speaker's words to discover their meaning, a speaker's meaning must be immediately comprehensible.
  - B. One way to ensure that a speaker's meaning is clear is to use familiar words.
    1. A major barrier to clear speech is using stuffy, unfamiliar words when ordinary, familiar ones will do the job better.
    2. Familiar words allow a speaker's meaning to come across without forcing the audience to perform mental gymnastics.
    3. Even when dealing with technical topics, effective speakers find ways to explain their ideas in language that is familiar to the audience.
  - C. A second way to ensure that a speaker's meaning is clear is to use concrete words.
    1. Concrete words refer to tangible objects and are more specific than abstract words.
    2. Listeners are more likely to be interested in and to remember concrete words.
  - D. A third way to ensure that a speaker's meaning is clear is to eliminate linguistic clutter.
    1. "Clutter" refers to the habit of using many more words than is necessary to express a speaker's meaning.
    2. Cluttered speech forces listeners to hack through a tangle of words to discover the speaker's meaning.
    3. Clear speakers keep their language lean and lively, clean and crisp.

Exercise (25 minutes)

Write these sentences on the board and have the class work through each exercise.

1. Arrange each of the sequences below in order, from the most abstract word to the most concrete word.
  - a. housing complex, building, dining room, structure, apartment  
(structure, building, housing complex, apartment, dining room)

- b. *Mona Lisa*, art, painting, creative activity, portrait  
(creative activity, art, painting, portrait, *Mona Lisa*)
  - c. automobile, vehicle, Ferrari, transportation, sports car  
(transportation, vehicle, automobile, sports car, Ferrari)
2. Write the sentences on the board and have students rewrite each of them using clear, familiar words.
- a. My employment objective is to attain a position of maximum financial reward.  
(I want a job that pays well.)
  - b. All professors at this school are expected to achieve high standards of excellence in their instructional duties.  
(All professors here are expected to be good teachers.)
  - c. In the eventuality of a fire, it is imperative that all persons evacuate the building without undue delay.  
(In case of fire, get out of the building as quickly as possible.)
3. The following paragraph is filled with verbal clutter. Have students edit the paragraph so as to eliminate the unnecessary words. They should be able to find 50 to 60 such words. If students don't find that many, have them go back to the paragraph and edit it again.

Imagine the thought of burning up a priceless painting by Rembrandt just in order to stay warm for ten minutes. Sounds really crazy, doesn't it? But that is comparable to just what is happening right now in the Amazon rain forest of Brazil. The president of Brazil authorized a 14,000-mile network of highways to open up the vast area of the rain forest to settlement. Unfortunately, the project has been nothing but a disaster from the very beginning. Working in the hot, torrid, steamy jungle caused many fatal deaths among the workers. Soon a whole lot of

foreign businesses began to get themselves involved in the project. Now the whole thing is utterly out of hand. Today there is a very real danger that the whole ecological balance of the rain forest will be irrevocably destroyed completely and altogether. This will have important and serious future implications in terms of what it means not only for Brazil, but for all of the rest of South America.

**Discussion:**

Imagine ~~the thought of~~ burning up a priceless painting by Rembrandt just ~~in order~~ to stay warm for ten minutes. Sounds ~~really~~ crazy, doesn't it? But that is comparable to just what is happening ~~right now~~ in the Amazon rain forest of Brazil. The president of Brazil authorized a 14,000-mile network of highways to open up the vast ~~area of~~ the rain forest to settlement. Unfortunately, the project has been ~~nothing but~~ a disaster from the ~~very~~ beginning. Working in the hot, ~~torrid, steamy~~ jungle caused many ~~fatal~~ deaths among the workers. Soon a ~~whole lot of~~ foreign businesses began to get ~~themselves~~ involved in the project. ~~Now the whole thing is utterly out of hand.~~ Today there is a ~~very real~~ danger that the ~~whole~~ ecological balance of the rain forest will be irrevocably destroyed ~~completely and altogether~~. This

will have important ~~and serious future~~ implications in terms of what  
it ~~means~~ not only for Brazil, but for all of the ~~rest~~ of South  
America.

Debrief (10 minutes) Encourage students to improve their vocabulary. Remind them that the best speakers have a varied and wide vocabulary from which to draw upon. Explain too, that good speakers use words sparingly and do not overburden their audience with unneeded clutter. Answer any questions that may arise. For homework, have students pick the topic area that they are most interested in. Have students prepare a 2-minute presentation that explains why they are interested in that particular topic area (Remind students that while they are learning the structure and form of presentation style, they may prepare their class speeches. However, remind them that they are preparing themselves to present impromptu speeches). Remind students that they will perform their speech on Thursday and Friday.

Dismissal

**Week Four, Day Three**

Objective: To explain methods in which to enhance clarity in vocabulary use

Outline (50 minutes):

Lecture (25 minutes)

- I. Public speakers need to use language clearly.
  - A. Because listeners cannot turn to a dictionary or reread a speaker's words to discover their meaning, a speaker's meaning must be immediately comprehensible.
  - B. One way to ensure that a speaker's meaning is clear is to use familiar words.
    1. A major barrier to clear speech is using stuffy, unfamiliar words when ordinary, familiar ones will do the job better.
    2. Familiar words allow a speaker's meaning to come across without forcing the audience to perform mental gymnastics.
    3. Even when dealing with technical topics, effective speakers find ways to explain their ideas in language that is familiar to the audience.
  - C. A second way to ensure that a speaker's meaning is clear is to use concrete words.
    1. Concrete words refer to tangible objects and are more specific than abstract words.
    2. Listeners are more likely to be interested in and to remember concrete words.
  - D. A third way to ensure that a speaker's meaning is clear is to eliminate linguistic clutter.
    1. "Clutter" refers to the habit of using many more words than is necessary to express a speaker's meaning.
    2. Cluttered speech forces listeners to hack through a tangle of words to discover the speaker's meaning.
    3. Clear speakers keep their language lean and lively, clean and crisp.
- II. Public speakers need to use language vividly.
  - A. Effective speakers use imagery to express their ideas vividly.
    1. One way to generate imagery is to use concrete words.
      - a. Because concrete words call up mental impression of sights, sounds, touch, smell, and taste, they are the key to effective imagery.
      - b. By using concrete words a speaker can create vivid images that pull listeners irresistibly into the speech.
    2. A second way to generate imagery is through the use of simile.
      - a. Simile is an explicit comparison between things that are essentially different yet have something in common.
      - b. A simile always contains the words "like" or "as"—as in "Air pollution is eating away at the monuments in Washington, D.C., like a giant Alka-Seltzer tablet."
    3. A third way to generate imagery is through the use of metaphor.
      - a. Metaphor is an implicit comparison between things that are essentially different yet have something in common.
      - b. Unlike simile, metaphor does not contain the words "like" or "as"—as in "America's cities are the windows through which the world looks at American society."
  - B. Effective speakers use rhythm to enhance the vividness of their discourse.
    1. Language has a rhythm created by the choice and arrangement of words.
      - a. Speakers, like poets, sometimes seek to exploit the rhythm of language.

- b. By catching listeners up in an arresting string of sounds, speakers can strengthen the impact of their words.
      2. There are four basic stylistic devices for enhancing the rhythm of a speech.
        - a. The first device is parallelism—the similar arrangement of a pair or series of related words, phrases, or sentences.
        - b. The second device is repetition—repeating the same word or set of words at the beginning or end of successive clauses or sentences.
        - c. The third device is alliteration—repeating the initial consonant sound in close or adjoining words.
        - d. The fourth device is antithesis—juxtaposing contrasting ideas, usually in parallel structure.
- III. Public speakers need to use language appropriately.
  - A. A speaker's language should be appropriate to the occasion.
    1. Language that is appropriate for some occasions may not be appropriate for others.
    2. Effective speakers adjust their language to the formality and etiquette of the occasion.
  - B. A speaker's language should be appropriate to the audience.
    1. Language that is appropriate for some audiences may not be appropriate for others.
      - a. Technical language may be fine for an audience of specialists, but it would not be suitable for a general audience.
      - b. Profanity or off-color language might be fine for a comedian in a nightclub, but most listeners would find it offensive in a formal public speech.
      - c. Most listeners are also offended by name-calling and other forms of abusive language.
    2. As a general rule, speakers should bend over backward to avoid language that might confuse or offend their audience.
  - C. A speaker's language should be appropriate to the topic.
    1. When speaking to inform, for example, straightforward, descriptive language is usually most appropriate.
    2. When speaking to commemorate, on the other hand, special language devices such as metaphor, antithesis, and alliteration would be quite suitable.
  - D. A speaker's language should be appropriate to the speaker himself or herself.
    1. Every speaker has her or his own language style.
    2. Effective speakers develop their language styles over many years of trial, practice, and error.
- IV. Public speakers are more effective when they use inclusive language (*text pages 284-287*).
  - A. Audiences today expect public speakers to use inclusive language that is respectful of the different groups that make up American society.
    1. Inclusive language does not stereotype, demean, or patronize people on the basis of gender, race, religion, disability, sexual orientation, or other factors.
    2. Using inclusive language is important as a matter of ethics.
    3. Using inclusive language is important as a matter of accuracy.
    4. Using inclusive language is important to being an audience-centered public speaker.
  - B. There are five principles for inclusive language that have become so widespread that no aspiring speaker can afford to ignore them.
    1. The first principle is to avoid the generic "he."

2. The second principle is to avoid the use of “man” when referring to both men and women.
  3. The third principle is to avoid stereotyping jobs and social roles by gender.
  4. The fourth principle is to avoid identifying personal traits that are unrelated to the topic.
  5. The fifth principle is to use names that groups use to identify themselves.
- C. If speakers have questions about inclusive language, they should consult one of the many guidebooks on this subject.

### Exercise (15 minutes)

Each of the statements below uses one or more of the following stylistic devices: metaphor, simile, parallelism, repetition, alliteration, antithesis. Have students work in small groups to identify the device (or devices) used in each statement.

- a. “We are a people in a quandary about the present. We are a people in search of our future. We are a people in search of a national community.” (Barbara Jordan)  
  
(repetition and parallelism)
- b. “The vice presidency is the sand trap of American politics. It’s near the prize, and designed to be limiting.” (Howard Fineman)  
  
(metaphor)
- c. “We should not demean our democracy with the politics of distraction, denial, and despair.” (Al Gore)  
  
(alliteration)
- d. “America is not like a blanket—one piece of unbroken cloth, the same color, the same texture, the same size. America is more like a quilt—many patches, many sizes, and woven and held together by a common thread.” (Jesse Jackson)  
  
(simile, repetition, parallelism)

Debrief (10 minutes) Encourage students to practice using stylistic devices to improve their speeches. Go over each of the statements and discuss with the class what the appropriate answers are. Remind students about their 2-minute presentation due on Thursday and Friday.

Dismissal

**Week Four, Day Four**

Objective: To offer students the opportunity to perform.  
To offer students the opportunity to begin thinking and planning for their MESA Day presentation.

Outline (50 minutes):

Student Performance (40 minutes)

Each student presents their 2-minute presentation based on the reasons why the topic area is their favorite.

After student has finished his or her presentation, give your comments (using the scoring criteria sheet provided for the Speak Easy competition) and ask students to evaluate the performance. Remember, always begin with the positive, and then move to the negative aspects of their performance.

Debrief (10 minutes)

Remind students that the speech process is not an easy one. Congratulate them on their progress and give supportive comments.

Dismissal



**Week Four, Day Five**

Objective: To offer students the opportunity to perform.  
To offer students the opportunity to begin thinking and planning for their MESA Day presentation.

Outline (50 minutes):

Student Performance (40 minutes)  
(Continuation of performances)

Each student presents his or her 2-minute presentation based on the reasons why the topic area is their favorite.

After each student has finished their presentation, give your comments (using the scoring criteria sheet provided for the Speak Easy competition) and ask students to evaluate the performance. Remember, always begin with the positive, and then move to the negative aspects of their performance.

Debrief (10 minutes)

Remind students that the speech process is not an easy one. Congratulate them on their progress and give supportive comments.

Dismissal

**Week Five, Day One**

Objective: To teach students about appropriate support materials for speeches

Outline (50 minutes):

Lecture (20 minutes)

- I. Speeches need strong supporting materials to bolster the speaker's point of view.
  - A. A speech composed of unsupported assertions may leave an audience skeptical and unconvinced.
  - B. Specific and credible details are more convincing than are unsupported generalizations.
- II. The use of supporting materials is closely related to critical thinking.
  - A. Choosing the supporting materials for a speech requires critical thinking.
    1. Speakers must determine which ideas need to be supported given the audience, topic, and purpose.
    2. Speakers must do research to find materials that will support their ideas clearly and creatively.
    3. Speakers must evaluate their supporting materials to make sure they really do back up their ideas.
  - B. Assessing the quality of supporting materials in a speech requires critical thinking.
    1. Speakers must make sure their supporting materials are accurate.
    2. Speakers must make sure their supporting materials are relevant.
    3. Speakers must make sure their supporting materials come from reliable sources.
- III. Examples are the first major kind of supporting material.
  - A. Examples are an excellent way to get an audience involved with a speech.
    1. They provide concrete details that make ideas specific, personal, and lively.
    2. Examples have more impact on an audience's beliefs than any other kind of supporting material.
  - B. There are three types of examples—brief, extended, and hypothetical.
    1. Brief examples are specific instances that a speaker refers to in passing.
      - a. They are often employed when a speaker wants to quickly illustrate a point.
      - b. They are sometimes used when a speaker is introducing a topic.
      - c. They are also effective when stacked up to reinforce a speaker's point.
    2. Extended examples are longer and more detailed than brief examples.
      - a. They are often called illustrations, narratives, or anecdotes.
      - b. Because they tell a story vividly and dramatically, they are an excellent way to pull listeners into a speech.
    3. Hypothetical examples describe an imaginary situation.
      - a. They are especially effective for relating a general principle directly to the audience.
      - b. Whenever a speaker uses a hypothetical example, it should be supplemented with statistics or testimony to show that the example could really occur.
  - C. There are several tips for using examples effectively.
    1. A speaker should use examples to clarify ideas.
    2. A speaker should use examples to reinforce ideas.
    3. A speaker should use examples to personalize ideas.

4. A speaker should use extended examples that are vivid and richly textured.
  5. A speaker should practice delivery to enhance the impact of extended examples.
- IV. Statistics are the second major kind of supporting material.
- A. When used properly, statistics are an effective way to support a speaker's ideas.
    1. Like brief examples, statistics can be cited in passing to clarify or strengthen a speaker's points.
    2. Statistics can also be used in combination to show the magnitude or seriousness of an issue.
  - B. Because statistics can be easily manipulated and distorted, speakers should evaluate their statistics carefully.
    1. Speakers need to make sure their statistics are representative of what they claim to measure.
    2. Speakers need to understand the differences among basic statistical measures such as the mean, the median, and the mode.
      - a. The mean—popularly called the average—is determined by summing all the items in a group and dividing by the number of items.
      - b. The median is the middle figure in a group once the figures are put in order from highest to lowest.
      - c. The mode is the number that occurs most frequently in a group of numbers.
    3. Speakers need to determine whether their statistics come from reliable sources.
  - C. There are several tips for using statistics effectively.
    1. Statistics should be used to quantify ideas.
      - a. The main value of statistics is to give ideas numerical precision.
    2. Statistics should be used sparingly.
      - a. Cluttering a speech with too many numbers can make it dull and uninteresting.
      - b. Effective speakers include statistics only when they are needed.
    3. The source of statistics should be identified in the speech.
      - a. Critical listeners understand that statistics can easily be manipulated.
      - b. Research indicates that speakers are more persuasive to careful listeners when they identify the sources of their statistics.
    4. Statistics should be explained and made meaningful to the audience.
      - a. Statistics don't speak for themselves.
      - b. They need to be interpreted and related to the audience.
    5. Complicated statistics should be rounded off.
      - a. Detailed figures can be too lengthy and involved to be readily understood by listeners.
    6. Statistical trends should be clarified with visual aids.
      - a. It is often difficult for listeners to grasp the meaning of statistical trends when they are presented verbally.
      - b. Effective speakers frequently use graphs and other visual aids to make their statistics easier to comprehend.
  - D. Statistics can be found in many sources.
    1. Newspapers, magazines, and scholarly journals, are good sources of statistics.
    2. Works such as *Statistical Abstract* and *Statistical Yearbook* are devoted exclusively to statistics.
    3. There are also many sources of statistics on the World Wide Web.
- V. Testimony is the third basic kind of supporting material.
- A. Testimony can be highly effective when used in a speech.

1. Listeners are often influenced by people who have special knowledge or experience on a topic.
  2. By quoting or paraphrasing such people, speakers can give their ideas greater strength and impact.
- B. There are two kinds of testimony—expert testimony and peer testimony.
1. Expert testimony comes from people who are acknowledged authorities in their fields.
    - a. This type of testimony provides credibility when the speaker is not an expert on the speech topic.
  2. Peer testimony comes from ordinary people who have firsthand experience with a topic.
    - a. This type of testimony gives a more personal viewpoint than can be gained by expert testimony.
- C. Testimony can be presented by quoting or by paraphrasing.
1. One way to present testimony is by quoting word for word.
    - a. Quotations are most effective when they are brief.
    - b. Quotations are most effective when they convey the speaker's meaning better than the speaker's own words.
    - c. Quotations are most effective when they are eloquent, witty, or compelling.
  2. Another way to present testimony is by paraphrasing.
    - a. Paraphrasing is preferable when the wording of a quotation is obscure or awkward.
    - b. Paraphrasing is preferable when the quotation is longer than two or three sentences.
- D. There are several tips for using testimony effectively.
1. Speakers should quote or paraphrase accurately.
  2. Speakers should use testimony from qualified sources.
  3. Speakers should use testimony from unbiased sources.
  4. Speakers should identify the people being quoted or paraphrased.

Exercise (20 minutes)

Each of the following statements violates at least one of the criteria for effective supporting materials discussed in the chapter. Have students identify the flaw (or flaws) in each statement.

- a. In a random survey last month of 470 members of the Sierra Club, 98 percent of those interviewed opposed drilling for oil in the Alaskan wilderness. Clearly, then, the American people oppose such drilling.

**Discussion:** As a lobbying group, the Sierra Club opposes drilling for oil in the Alaskan Wilderness and encourages its members to do the same. A random survey of 470 Sierra Club members is too small, too restricted, and too preconceived in its attitudes to be considered representative of the opinion of "the American people." Yet another problem is that the source of the "random survey" is not identified.

- b. In the words of one expert, "Mainstream medical care is not meeting the needs of many Americans. I encourage people to pursue alternative treatments such as acupuncture, chiropractic, and massage therapy."

**Discussion:** The speaker does not identify "one expert" or present the expert's credentials as an authority on the topic.

- c. Statistics compiled by the National Education Association show that the median salary for teachers in our state is \$48,835. This shows that teachers average almost \$49,000 a year in salary.

**Discussion:** The speaker is confusing the median salary with the mean, which is popularly called the average. The median is the middle figure in a group once the numbers are arranged from highest to lowest and may differ considerably from the average.

- d. According to a survey conducted for Verizon Wireless, most people prefer Verizon's cellular service to that of Cingular, Nextel, or Sprint PCS.

**Discussion:** Because Verizon is a competitor of Cingular, Nextel, and Sprint, it can hardly be considered an objective source of polling data on the question of whose cellular service most people prefer. Although it is possible that Verizon could hire a research firm that would conduct a scientifically valid survey, a survey conducted by an independent consumer group would be a more credible source in this case.

- e. There's no reason insurance companies should charge higher rates for drivers under the age of 25. I know teenagers who drive a lot and almost none of them have been in car accidents.

**Discussion:** The example cited here may well be unrepresentative of drivers under the age of 25. The experience of the speaker and his or her friends is not a sufficient basis for reaching a sweeping conclusion about the accident rates for people under the age of 25 in general.

- f. According to *The New York Times Almanac*, San Francisco has the highest per capita annual income of any U.S. city—\$57,414. The lowest per capita annual income belongs to McAllen-Edinburg-Mission, Texas, at \$13,344. The average per capita annual income for all U.S. metropolitan areas is \$31,332.

**Discussion:** This is an instructive set of statistics from a reliable source, but the speaker should round off the numbers. There is no reason to give exact figures down to the dollar. In fact, by not rounding off, the speaker actually dilutes the impact of the figures. It would be more effective to say that the average per capita income in San Francisco is "more than \$57,000 a year," that the per capita income in McAllen-Edinburg-Mission, Texas, is "roughly \$13,000," and that the average per capita annual income for all U.S. metropolitan areas is "in excess of \$31,000."

Week Five, Day Two

Objective: To explain why it is important to organize speeches clearly and coherently.  
To identify the five major patterns of organizing main points in a speech.

Outline (50 minutes):

Lecture (20 minutes)

- I. The ability to organize one's ideas clearly and coherently is a vital skill.
  - A. Clear organization is essential to effective public speaking.
    1. Research shows that well-organized speeches are easier for listeners to comprehend.
      - a. Listeners demand coherence from speakers.
    2. Research shows that listeners find speakers who give well-organized speeches more competent and trustworthy.
  - B. Clear organization is also connected to critical thinking.
    1. Organizing speeches helps students understand the relationships between ideas.
- II. The main points are the most important element in organizing the body of a speech.
  - A. Because main points are the central features in the body of a speech, they should be selected carefully.
    1. Sometimes the main points are evident from a speaker's specific purpose statement.
    2. Often they emerge as the speaker researches the topic.
  - B. Speeches should have a limited number of main points.
    1. Most speeches contain from two to five main points.
      - a. Students do not have time in MESA Day Competition speeches to develop more than two (if exceedingly organized 3) main points.
      - b. No matter how long a speech may be, it should have a limited number of main points or the audience will have trouble sorting them out.
  - C. Main points should be organized strategically to achieve the speaker's purpose.
    1. When arranged chronologically, main points follow a time sequence.
      - c. Chronological order is used when a speaker recounts a series of historical events in the order they happened.
      - d. Chronological order is also effective for speeches that explain a process or demonstrate how to do something.
    2. When arranged spatially, main points follow a directional pattern.
      - a. Main points in spatial order proceed from top to bottom, right to left, east to west, or some other route.
      - b. Like chronological order, spatial order is used most often in informative speeches.
    3. When arranged causally, main points show a cause-and-effect relationship.
      - a. Speeches with causal organization have two main points.
        - (1) One main point deals with the causes of an event.
        - (2) The other main point deals with the effects of an event.
      - b. Causal order is flexible enough to be used for informative and persuasive speeches alike.
    4. Main points can also be organized in problem-solution order.

- a. The first main point of a problem-solution speech shows the existence of a problem.
  - b. The second main point presents a solution to the problem.
  - c. Problem-solution order is most effective for persuasive speeches.
5. Main points are most often arranged in topical order.
- a. Speeches that follow topical order break the speech topic into its constituent parts.
    - (1) A speech on fireworks might focus on four different kinds of fireworks.
    - (2) A speech on Babe Didrikson might focus on the three major sports in which she excelled.
  - b. The main points should divide the topic logically and consistently.
  - c. Topical order works equally well for informative and persuasive speeches.
- D. There are two tips for preparing effective main points.
1. Speakers should keep their main points separate and distinct.
    - a. Each main point should focus on a single idea.
    - b. Each main point should be worded clearly.
  2. Speakers should balance the amount of time devoted to each main point.
    - a. Each main point needs to receive enough emphasis to be clear and convincing.
    - b. The time devoted to each main point does not need to be equal, but it should usually be roughly balanced.
- III. Once the main points of a speech are in strategic order, a speaker must make sure that the supporting materials are effectively organized.
- A. It is crucial that supporting materials be well organized because misplaced supporting materials are confusing to listeners.
  - B. Details and evidence need to be directly relevant to the main points they support.
- IV. Speakers should use connectives to strengthen their organization in the body of the speech.
- A. Connectives are words or phrases that join one thought to another and indicate the relationship between them.
    1. Connectives are like ligaments and tendons in the human body.
    2. They hold the speech together, making it unified and coherent.
  - B. There are four types of connectives.
    1. Transitions indicate when a speaker has completed one thought and is moving on to another.
      - a. Technically, transitions state *both* the thought a speaker has completed and the thought she or he is about to develop.
      - b. Without transitions, a speech will seem disjointed and uncoordinated.
    2. Internal previews let the audience know what the speaker will take up next.
      - a. Internal previews are more detailed than transitions.
      - b. They are rarely necessary for every main point.
    3. Internal summaries remind listeners of what they have just heard.
      - a. Internal summaries are especially useful when a speaker finishes a complex or important point.
      - b. They clarify and reinforce the speaker's ideas.

4. Signposts are brief statements that indicate exactly where a speaker is in the speech or that focus attention on key ideas.
  - a. Signposts can be numerical ("First," "Second," "Third," etc.).
  - b. Questions also work well as signposts.
  - c. So do phrases such as "Be sure to keep this in mind," "Above all, you need to know," and the like.

Exercise (25 minutes)

1. Ask students to identify the organizational method used in each of the following sets of main points.

- I. Cesar Chavez is best known for his efforts to protect the rights of Hispanic farmworkers in California.
- II. Cesar Chavez was also a tireless advocate for Hispanic racial and cultural pride in general.

(topical)

- I. The game we know as golf originated in Scotland during the 15th century.
- II. Most of golf's rules and traditions developed during the 19th century.
- III. Professional golf tours for men and women emerged during the 20th century.
- IV. Today golf is at a peak of popularity among everyday players and as a spectator sport.

(chronological)

- I. Caused by the bite of infected mosquitos, West Nile virus is spreading throughout the United States.
- II. The effects of West Nile virus include flu-like symptoms, convulsions, swelling of the brain, and, in some cases, death.

(causal)

- I. The outer layer of the skin, the epidermis, is about as thick as a sheet of paper.
- II. The middle layer of the skin, the dermis, is 15-40 times thicker than the epidermis.
- III. The innermost layer of the skin, the subcutaneous tissue, is by far the thickest layer.

(spatial)

- I. Childhood obesity has reached crisis proportions in the United States.
- II. Solving the problem will require changes in attitudes, eating habits, and exercise.

(problem-solution)



2. What organizational method (or methods) might students use to arrange main points for speeches with the following specific purpose statements?

To inform my audience about the major events in the development of the civil rights movement from 1955 to 1970.

To inform my audience of the causes and effects of the erosion of America's seacoasts.

To inform my audience about the nonviolent philosophy of Mahatma Gandhi.

To inform my audience about the geographical regions of the Philippines.

To persuade my audience that our state legislature should enact tougher laws to deal with the problem of motorists who run red lights.

To inform my audience about the major kinds of symbols used in traditional Native American art.

**Discussion:** Here are suggestions for organizational methods that could be used for each of these specific purpose statements:

To inform my audience about the major events in the development of the civil rights movement from 1955 to 1970.

(The most obvious choice for a speech with this specific purpose would be chronological order, but it could also be arranged topically.)

To inform my audience of the causes and effects of the erosion of America's seacoasts.

(A speech with this specific purpose would probably be structured in causal order.)

To inform my audience about the nonviolent philosophy of Mahatma Gandhi.

(A speech with this specific purpose would most likely be organized topically, with each main point dealing with a different aspect of Gandhi's philosophy of nonviolence.)

To inform my audience about the geographical regions of the Philippines.

(A speech with this specific purpose would probably be organized spatially, though it could also be structured topically.)

To persuade my audience that our state legislature should enact tougher laws to deal with the problem of motorists who run red lights.

(Based on the methods of organization discussed in this chapter, a speech with this specific purpose would most likely be arranged in problem-solution order.)

**To inform my audience about the major kinds of symbols used in traditional Native American art.**

(Although a speech with this specific purpose would probably be arranged in topical order, it might be organized chronologically if the speaker were to deal with the changes in Native American art symbols over the years.)

Debrief (5 minutes) During MESA Day competition, there is a very limited time in which to speak. Students must come away understanding that excellent organization of their ideas and support material will lead to their success not only in competition, but also with school work, outside speeches, and future presentations. Allow students to ask questions and encourage them to **ORGANIZE THEIR THOUGHTS!**

**Week Five, Day Three**

Objective: To identify the four objectives of a speech introduction.  
To explain seven methods that can be used to gain attention in an introduction.

Outline (50 minutes):

Lecture (20 minutes)

- I. Speeches need effective introductions and conclusions.
  - A. An effective introduction gets the speaker off on the right foot.
    1. It creates a favorable first impression with the audience.
    2. It boosts a speaker's self-confidence for the rest of the speech.
  - B. An effective conclusion ends the speech on a strong note.
    1. It gives the speaker one last chance to emphasize his or her main points.
    2. It creates a favorable final impression.
  
- II. There are four objectives of a speech introduction.
  - A. The first objective is to gain the attention and interest of the audience.
    1. One method of gaining attention is to relate the topic to the audience.
      - a. People pay attention to things that affect them directly.
      - b. No matter what other interest-arousing lures a speaker uses, she or he should *a/ways* relate the topic to the audience.
    2. A second method of gaining attention is to state the importance of the topic.
      - a. An audience is not likely to be interested in a topic they regard as unimportant.
      - b. Whenever a speaker discusses a topic whose importance may not be clear to the audience, the speaker should think about ways to demonstrate its importance in the introduction.
    3. A third method of gaining attention is to startle the audience.
      - a. This method can be highly effective.
      - b. It is important, however, that the startling material be directly related to the speech.
    4. A fourth method of gaining attention is to arouse the curiosity of the audience.
      - a. People are curious.
      - b. Their interest can be engaged with a series of statements that whet their curiosity about the subject of the speech.
    5. A fifth method of gaining attention is to question the audience.
      - a. A speaker can use either a single question or a series of questions.
      - b. The question or questions should be firmly related to the content of the speech.
    6. A sixth method of gaining attention is to begin with a quotation.
      - a. A well-chosen quotation can add depth, human interest, or humor to an introduction.
      - b. The quotation will be most effective if it is no longer than a sentence or two.
    7. A seventh method of gaining attention is to tell a story.
      - a. Because most people enjoy stories, this may be the most effective method of beginning a speech.
      - b. For this method to work, the story must be delivered well.

8. Other methods of gaining attention include referring to the occasion, inviting audience participation, using audio equipment or visual aids, relating to a previous speaker, and beginning with humor.
    - a. All of these methods can be effective depending on the audience, the topic, and the occasion.
    - b. Unlike the first seven methods of gaining attention, these additional methods are used more frequently in speeches outside the classroom than in the classroom.
  - B. The second objective of a speech introduction is to reveal the topic of the speech.
    1. An effective introduction clearly states the speech topic to avoid confusing the audience.
    2. Even if the audience already knows the topic, a speaker should usually restate it during the introduction.
  - C. The third objective of a speech introduction is to establish the credibility and goodwill of the speaker.
    1. Credibility is a matter of being perceived by the audience as qualified to speak on a particular topic.
      - a. Credibility can be based on research or firsthand experience.
      - b. Whatever the source of a speaker's credibility, she or he should let the audience know.
    2. Establishing goodwill is a matter of showing that the speaker has the audience's best interests in mind.
      - a. Creating good will is especially crucial for speakers outside the classroom who may be identified with causes that arouse hostility among the audience.
      - b. Creating good will can also be a concern for students who advocate highly unpopular positions in their classroom speeches.
  - D. The fourth objective of a speech introduction is to preview the body of the speech.
    1. A preview statement tells an audience what to listen for in the rest of the speech.
    2. Because they generally come at the end of the introduction, preview statements provide a smooth lead-in to the body of the speech.
    3. Previews are also an opportunity to present special information, such as definitions of terms, that the audience will need to understand the rest of speech.
- III. There are five tips for preparing an effective introduction.
- A. The introduction should usually be relatively brief.
  - B. Speakers should keep an eye out for potential introductory material as they research the speech.
  - C. Speakers should be creative when devising their introductions.
  - D. Speakers should not be concerned with the exact wording of the introduction until the body of the speech is finished.

Exercise (25 minutes)

1. Here are six speech topics. Have students explain how they might relate each to their classmates in the introduction of a speech.

Social Security

laughter

illiteracy

steroids

soap operas

blood donation

**Discussion:** Students often have great difficulty deciding how to relate their speech topics directly to their classmates. This exercise is designed to give them some practice, and it works equally well as a homework assignment, as a group activity in class, or simply as the basis for a general class discussion. After the class deals with each item, you may want to read your students the following excerpts from the introductions of student speeches on each of the six topics.

**Social  
Security:**

Many of you may think, "What does Social Security have to do with me? I'm young, healthy, and nowhere near retirement age."

But Social Security has a lot to do with you. If you don't have a job today, you will in a couple of years. And when you do, you will pay Social Security taxes. How much will you pay? That depends on how much you earn. If you earn \$40,000, you will pay more than \$3,000 a year in Social Security taxes. At present tax rates, that comes to more than \$125,000 in the course of your working career. You should know where your money goes and whether you will ever benefit from it.

**illiteracy:**

Imagine that you are in France visiting some friends. Because your friends are busy, you offer to go to the grocery store—even though you don't know a word of French. At the store, you look for what you need, but none of the cans or boxes have pictures on them. You come out of the store thinking you have bought a box of cereal and a can of soup, but when you get to your friends' house, you discover that you have a box of laundry detergent and a can of dog food.

Although this scenario is admittedly far-fetched, it should give you some idea of how frustrating it is to look at a bunch of letters and not know what they mean. This is the same frustration that millions of adults in the United States experience every day because they are functionally illiterate.

**soap operas:**

Are you an addict? Do you need a daily fix to keep going? Are you hooked on one of the modern college students' most popular escapes from reality?

I'm talking, of course, about soap operas. According to Newsweek magazine, students across the land are watching soap operas in record numbers. I don't know about you, but in my experience, getting a front-row seat for "The Young and the Restless" in the dorms or the union is just as tough as getting a seat on the fifty-yard line for football or at center court for basketball!

**laughter:**

The neural circuits in your brain begin to reverberate. Chemical and electrical impulses start flowing rapidly through your body. Your pituitary gland is stimulated. Hormones and endorphins race through your blood.

Your body temperature rises by half a degree. Your pulse and blood pressure increase. Your arteries and chest muscles contract, your vocal chords quiver, and your face contorts. Pressure builds in your lungs. Your lower jaw suddenly becomes uncontrollable and breath bursts from your mouth at seventy miles per hour.

This is surely no laughing matter. Or is it? It is! This is a medical description of what happens in your body during a burst of laughter. It sounds dreadful, but we all know it feels great.

**steroids:**

Imagine that you're one of an elite group of students fighting for a spot at the top of your class. You're fully aware of the implications of an upcoming exam. If you blow it, you lose your rank. However, a good grade virtually assures you of prestige and a comfortable job.

So you look for that extra edge—a little something to push your already strained mind further. If there were a pill that would increase your mental sharpness for a short period of time and ensure you a high score on the exam, chances are many of you would consider taking it.

Amateur and professional athletes are faced with a similar dilemma every day of their competitive lives. In the never-ending search for the extra edge in sports, many athletes have given in to the lure of anabolic steroids.

**blood  
donation:**

Picture this: You're walking home from class with your best friend. You begin to cross College Avenue. All of a sudden, out of nowhere comes a car that doesn't stop for the red light. Your friend is hit. It happened so fast that all you know is your friend is down and can't move.

The ambulance arrives and takes your friend to the hospital. At the hospital you find out your friend has serious internal bleeding and desperately needs blood. One major problem—at this time there is no blood available in your friend's blood type. Your throat tightens up. You naturally thought there was always enough blood. Now you find out there isn't.

Even though this situation is hypothetical, it is far from impossible. A poster from the Red Cross sums this up well: "Blood is like a parachute. If it's not there when you need it, chances are you'll never need it again."

**Debrief (5 minutes)** Allow students to ask questions and encourage them to make comments regarding the introductions that they have heard. As homework, each student will write an introduction of 1 minute that addresses one of the topic areas for MESA Day competition. Students will perform their introduction for the class on Friday (Be certain to reinforce the idea that, in this class exercise, they have time to prepare. This is for learning purposes. In competition, students will not have extensive time to prepare. ).

**Week Five, Day Four**

Objective: To identify the four objectives of a speech introduction.  
To explain seven methods that can be used to gain attention in an introduction.

Outline (50 minutes):

Lecture (10 minutes)

- I. A speech conclusion has two primary functions.
  - A. The first function is to signal the end of the speech.
    1. Abrupt endings leave listeners surprised and unfulfilled.
    2. One way to signal the end of a speech is with a brief verbal cue such as "In conclusion" or "One last thought."
    3. Another way to signal the end is by the speaker's manner of delivery.
      - a. In a crescendo ending, the speech builds in force until it reaches a zenith of power and intensity.
      - b. In a dissolve ending, the final words fade like a spotlight on a concert singer, bringing the speech to an emotional close.
  - B. The second function of a conclusion is to reinforce the audience's understanding of or commitment to the central idea of the speech.
    1. There are four methods of accomplishing this.
      - a. One method is to summarize the main points of the speech.
      - b. A second method is to conclude with a quotation.
      - c. A third method is to end with a dramatic statement.
      - d. A fourth method is to refer back to the introduction of the speech.
    2. These methods can be used separately or in combination to create an effective conclusion.
- II. There are four tips for preparing an effective conclusion (*text page 243*).
  - A. Speakers should keep an eye out for potential concluding materials as they research the speech.
  - B. Speakers should conclude with a bang instead of a whimper.
  - C. Speakers should not be long-winded in the conclusion.
  - D. Speakers should prepare the content and delivery of their conclusions with special care.

Exercise (35 minutes)

1. Each student must prepare a conclusion based on a MESA Day topic area. Give the students 20 minutes to work on their conclusions. Each student will deliver his or her conclusion to the class.

**Discussion:** Presenting the conclusions orally allows the whole class to participate in a discussion about the strengths and weaknesses of each student's results.

Debrief (5 minutes) Allow students to ask questions and encourage them to make comments regarding the conclusions that they have heard. As homework, each student will write a conclusion of 30 seconds that addresses his or her favorite MESA

Day topic area. Students will perform their conclusion for the class on Friday (remind students that the preparation time they have is for learning purposes. During the impromptu competition, they will NOT have an extended period to prepare).



**Week Five, Day Five**

Objective: To give students an opportunity to perform.  
To give students an opportunity to practice and experiment with the introduction and conclusion.

Outline (50 minutes):

Student Performance (45 minutes)

Students present their 1-minute introduction and 30 second conclusion.

After students have finished their presentation, ask them to reflect on what they have heard. Did the material presented conform to the information provided in lecture? Were the introductions and conclusions interesting and tied to the topic areas? Then give your comments and ask students to evaluate the performance. Remember, always begin with the positive, and then move to the negative aspects of their performance.

Debrief (5 minutes)

Remind students that the speech process is not an easy one. Congratulate them on their progress and give supportive comments.

Dismissal

Week Six, Day One

Objective: To explain why good delivery is important to successful speaking.  
To discuss the major characteristics of effective speech delivery.  
To identify the four methods of delivering a speech.

Outline (50 minutes):

Lecture (15 minutes)

- I. Good delivery can make the difference between a successful speech and an unsuccessful speech.
  - A. In addition to having something to say, a speaker must know *how* to say it.
    1. A wonderfully written speech can be destroyed by poor delivery.
    2. Even a mediocre speech will be more effective if it is delivered well.
    3. Speech delivery is based on nonverbal communication: the speaker's use of voice and body to convey the message expressed by words.
  - B. Good delivery is an art.
    1. It conveys the speaker's message clearly, interestingly, and without distracting the audience.
    2. Most audiences prefer delivery that combines a certain degree of formality with the best attributes of good conversation—directness, vocal and facial expressiveness, and a lively sense of communication.
- II. There are four basic methods of delivering a speech.
  - A. Some speeches are read verbatim from a manuscript.
    1. Manuscript speeches are often used in situations that require absolute accuracy of wording or that impose strict time limits upon the speaker.
    2. Speakers should take several steps when speaking from a manuscript.
      - a. They should rehearse the speech aloud to make sure it sounds natural.
      - b. They should work on establishing eye contact with the audience.
      - c. They should make sure the final copy of the manuscript is legible at a glance.
      - d. They should concentrate on *talking with* the audience rather than *reading to* them.
  - B. Some speeches are recited from memory.
    1. Nowadays it is customary to deliver only the shortest speeches from memory.
    2. When delivering a speech from memory, the speaker should learn it so thoroughly that she or he can concentrate on communicating with the audience rather than on remembering specific words.
  - C. **Some speeches, as in the Speak Easy Competition, are delivered impromptu.**
    1. **Impromptu speeches are presented with little or no immediate preparation.**
    2. **When speakers find themselves faced with an impromptu speaking situation, they should follow four simple steps to organize their thoughts quickly.**
      - a. **First, they should state the point to which they are responding.**
      - b. **Second, they should state the point they want to make.**
      - c. **Third, they should use whatever support they have—examples, statistics, or testimony—to prove their point.**
      - d. **Fourth, they should summarize their point.**
    3. **In addition, an impromptu speaker should consider the following suggestions.**

- a. **If there is sufficient time, quickly jot down brief an outline to remember what to say.**
  - b. **Try to remain calm and assured regardless of how nervous you might be.**
  - c. **Maintain strong eye contact with the audience.**
  - d. **Concentrate on speaking at a clear, deliberate pace.**
  - e. **Use signposts (“first,” “second,” etc.) to help the audience keep track of your ideas.**
  - f. **Topic areas for the Speak Easy Competition are announced early, therefore, research on those topics should begin as early as possible and be extensive to provide each speaker a sound base from which to speak**
- D. Some speeches are delivered extemporaneously (this delivery method is best suited to the Speak Out Competition).
1. Extemporaneous speeches are carefully prepared and practiced in advance.
  2. They are presented from a set of notes, but the exact wording is chosen at the moment of delivery.
  3. There are several advantages to extemporaneous delivery.
    - a. It gives greater control over ideas and language than impromptu delivery.
    - b. It allows for greater spontaneity and directness than memorized or manuscript delivery.
    - c. It encourages conversational vocal qualities, natural gestures, and strong eye contact.
  4. Most classroom speeches are delivered extemporaneously.

#### Exercise (30 minutes)

Lead a class discussion in which students develop criteria for effective speech delivery.

**Discussion:** Although this exercise takes most of a class period, it can be quite helpful. At the start of the discussion, tell students that they should draw their criteria not only from what they have learned from you, but also from their own experience. Although most of the class may not have much background as public speakers, they all have considerable experience as consumers of speeches (in classroom lectures, if nowhere else). As a result, they are already fairly expert in detecting delivery behaviors that enhance or inhibit effective communication.

By combining what they have learned in class with what they have learned from experience, most classes put together an excellent set of criteria for speech delivery.

Debrief (5 minutes) Encourage students to make improving the delivery of their speech important. Practice is key to success. Therefore, you should encourage students to do their research and practice, practice, practice!

Dismissal

**Week Six, Day Two**

Objective: To discuss voice usage in public presentations.  
To discuss the importance of appropriate movement within public presentations.

Outline (50 minutes):

Lecture (20 minutes)

- I. Effective speakers learn to control their voices to enhance the impact of their message.
  - A. The volume of a speaker's voice is basic to effective delivery.
    1. If a speaker talks too softly, he or she will not be heard.
    2. If a speaker talks too loudly, he or she will be thought boorish.
    3. Whether speaking with or without a microphone, a speaker must adjust her or his volume to the acoustics of the room and the size of the audience.
  - B. The pitch of a speaker's voice has an impact on delivery.
    1. Pitch is the highness or lowness of a speaker's voice.
    2. Speakers who do not change their pitch speak in a monotone, which makes their voice flat and lifeless.
    3. Effective speakers vary their pitch to generate interest and to convey meaning and emotion.
  - C. The rate of a speaker's voice will affect the outcome of a speech.
    1. Rate refers to the speed at which a person speaks.
    2. Although most people in the United States speak at a rate between 120 and 150 words per minute, there is no uniform rate for effective speechmaking.
    3. The most appropriate rate depends on the speaker's voice, the mood the speaker is trying to create, the audience, and the occasion.
    4. Two obvious faults to avoid are speaking so slowly that listeners get bored or so fast that they lose track of the message.
  - D. Effective pauses can contribute greatly to a speaker's impact.
    1. Pauses can be used to signal the end of a thought unit, to give an idea time to sink in, or to lend dramatic impact to a statement.
    2. Novice speakers can develop their use of pauses by practice and by observing experienced speakers.
    3. Above all, a speaker should avoid vocalized pauses.
      - a. Vocalized pauses include statements such as "like," "er," "uh," or "um."
  - E. Vocal variety is one of the most important elements in effective delivery.
    1. Vocal variety refers to modulations in the rate, pitch, volume, and timing of a speaker's voice.
    2. Speakers who lack vocal variety come across as flat, dull, and uncommunicative.
  - F. Pronunciation is another vocal feature that influences the outcome of a speech.
    1. Errors in pronunciation can reduce a speaker's credibility.
    2. If a speaker has doubts about how to pronounce a word, she or he should check the pronunciation in a dictionary or with another person.
  - G. Articulation also has an impact on how a speech is received.
    1. Articulation refers to how crisply and distinctly we form particular speech sounds.
  - H. A speaker's dialect can influence how the speech is received.
    1. Dialects are accents, grammatical patterns, and vocabulary distinctive to particular regions or ethnic students.
    2. Although no dialect is inherently superior or inferior to another, heavy use of dialect in public speaking can be troublesome if the audience does not share the dialect in question.

3. Regional or ethnic dialects usually do not pose a problem if listeners are familiar with the dialect and find it appropriate to the occasion.
- II. Effective speakers learn to use their body to enhance the impact of their message.
- I. Physical actions can play a major role in the outcome of a speech.
  - J. Four aspects of physical action are especially important for public speakers.
    1. The first aspect is personal appearance.
      - a. Listeners always see a speaker before they hear the speaker.
      - b. Just as speakers adapt to the audience and occasion in other respects, so should they take care to dress and groom appropriately.
    2. The second aspect is movement.
      - a. Effective speakers avoid distracting movements such as fidgeting with notes, leaning on the lectern, and shifting weight from one foot to the other.
      - b. Effective speakers are also aware of their movements before and after the speech as well as during it.
        - (1) Before the speech, they walk confidently to the lectern, establish eye contact with the audience, and look poised and confident regardless of how nervous they may be.
        - (2) After the speech, they give their closing line a few moments to sink in, calmly gather up their notes, and maintain their confident demeanor while returning to their seat.
    3. The third aspect is gestures.
      - a. Some accomplished speakers gesture a great deal, others hardly at all.
      - b. The cardinal rule is that whatever gestures a speaker does make should not draw attention to themselves or distract from the message of the speech.
      - c. Gestures should appear natural and spontaneous, clarify or reinforce the speaker's ideas, and be appropriate to the audience and occasion.
    4. The fourth aspect is eye contact.
      - a. Audiences often look at a speaker's eyes for clues about the speaker's truthfulness, intelligence, and feelings.
      - b. Although customs of eye contact in interpersonal communication vary from culture to culture, there is fairly wide agreement across cultures on the importance of eye contact in public speaking.
      - c. Research shows that in the United States speakers who fail to establish eye contact are perceived as ill at ease and often as insincere or dishonest.
      - d. Establishing eye contact is one of the quickest ways to establish a communicative bond with an audience.
        - (1) Eye contact helps capture an audience's attention.
        - (2) Eye contact helps establish the speaker's credibility.
        - (3) Eye contact allows speakers to see and respond to feedback.

Exercise (25 minutes)

Lead a class discussion in which students develop criteria for effective speech improvement. Essentially, the following areas should be discussed:

- A. First, students should go over their research strategies.
  1. This allows the students to judge how the research conducted translates into spoken discourse.
- B. Second, students should prepare "sample" speaking outlines based on the topic areas and information that arises from their research.

1. Talking about preparing a quick outline for their presentation will help students on the day of their performance.
- C. Third, students should practice speaking aloud from their speaking outline.
  1. At this stage, students should not worry about getting everything in the speech just right.
  2. The aim is learn how to work under pressure, and gain control of ideas, transitions points, and the structure of speech.
- D. Fourth, students should polish and refine their delivery.
  1. Practicing in front of a mirror is one way to check on nonverbal communication such as gestures and eye contact.
  2. Tape-recording their speech patterns is an excellent way to gauge such things as rate, pauses, articulation, and vocal variety.
  3. A few practice sessions in front of other people—friends, family, roommates, etc.—can be especially valuable.
- E. Fifth, students should have a dress rehearsal under conditions as close as possible to those they will face during the actual speech.
  1. It is important that the dress rehearsal incorporate every aspect of the speech.
- F. In order for this method to be effective, speakers must start early.
  1. A single practice session—no matter how long—is rarely enough.

Debrief (5 minutes)

Encourage students to practice creating and using outlines for their delivery strategy.

Continue to support continuing refinement of their presentation through practice.

Dismissal

**Week Six, Day Three**

Objective: To offer students ten tips for success with impromptu presentations.

Outline (50 minutes):

Lecture/Discussion (40 minutes)

Impromptu speaking is an excellent means of developing real-world public speaking and analytical skills. The impromptu speaker has just a few moments to prepare and organize a speech. Although impromptu speaking skills are beneficial in almost any environment, they are particularly useful for students interested in careers in the law, academia or politics. Good impromptu speakers are able to capitalize on opportunities that demand quick wit, eloquence, and poise.

To give a great impromptu speech, students should consider the following: (after each tip, encourage students to talk about ways to incorporate them into their performances)

1. Trust themselves
  - A. The student, through conscientious research, is the expert
  - B. The student must trust their instincts and natural abilities
2. Speak with personal conviction
  - A. Students must believe in the material they present
  - B. Students must be enthusiastic about their position and talking points
3. Think carefully
  - A. Although there is not much time to plan for their presentation, students must think clearly and logically
  - B. Students should carefully organize their thoughts
4. Relate topic to the audience
  - A. Along with their research on the competition topic areas, students should also compile a list of examples that could be used to help enhance the audience's understanding of the issues involved
5. Use unforgettable quotes
  - A. From their research, students should create a list of important quotes for each topic area and memorize them
  - B. Audiences tend to be impressed with speakers who can quickly connect the words of experts to their speeches
6. Speak Intelligently
  - A. To demonstrate their mastery of the material researched and knowledge of the topic areas, students should expand their vocabulary
7. Engage the audience
  - A. Students should keep in mind that the ultimate goal is to impress the audience (in this case, the judges)

- B. As they prepare their research materials, expand their organizational skills, and practice speaking, students should keep the reactions, questions, and concerns of the judges foremost on their mind
8. Be real and honest
- A. Remind students that the audience wants them to succeed
  - B. Students should prepare, through research, in the best way possible and present their findings clearly and honestly
9. Energize the performance
- A. Students should speak up and be passionate about the issues involved with each topic area.
  - B. Audiences appreciate enthusiasm and tend to categorize enthusiastic performances as highly desirable
10. Learn how to think quickly
- A. Students must refine the ability to think quickly, organize their thoughts, and remain confident of their ability to formulate and deliver a good message

#### Discussion (10 minutes)

Encourage students to talk about their anxieties related to the impromptu speech. Relate each student's discomfort to one of the 10 tips listed above and have students engage in the discussion by asking them to solve each other's problems and issues by using the 10 tips and the lessons learned throughout this section.

For example, if a student were to say that they felt uncomfortable about not having enough time to prepare their response to a competition question, refer them to tip number 10: "Learn how to think quickly." Facilitate a discussion that revolves around the themes that 1) if students have done **conscientious** research, 2) they have diligently **practiced** impromptu speaking throughout this section, and 3) have consistently worked to **organize their thoughts**, they will be successful during the competition.

#### Dismissal



Week Six, Day Five

Objective: To discuss techniques for the delivery and structure of impromptu speeches

Outline (50 minutes):

Lecture (30 minutes)

- I. The following techniques can give students more confidence in preparing for the impromptu speech competition. This, in turn, will help to reduce any nervousness or butterflies that may hinder students from performing at their best.
  - A. Give yourself time to prepare
    1. After picking your topic, consider how your research applies and can be used to reinforce your position.
    2. Write an outline on a 4x5 card (or piece of paper); be sure that your speaking notes are clear, well organized, have an introduction, body, and conclusion.
    3. Before leaving your seat to speak, take a few deep breaths, rise slowly from your chair, and walk unhurriedly to the podium. Use this time to collect your thoughts and decide the final details of your speech.
  - B. Feel Confident
    1. Look around at the audience, smile, and stand tall. Do not slump, fidget, grasp the podium, or put your hands in your pockets. Speak in a confident manner.
  - C. Deliver slowly
    1. A slower paced delivery gives you time to think while on your feet and allows your audience time to absorb, and react, to what you say.
  - D. Focus on the subject of your presentation
    1. While speaking, keep your focus on the subject of your presentation. Don't think about any negatives and talk directly to the audience members. Be certain to maintain good eye contact while you are being brief and to the point **Above all else, avoid rambling.**
- II. Impromptu Speech Structure
  - A. Opening
    1. Open by addressing the judges (hello, good morning, good afternoon, etc.).
    2. Give a brief introduction and opening sentence(s) that attract attention.
  - B. Body
    1. Cover one or two main points or central themes.
    2. Use clearly worded, simple sentences, that link to your main points or themes.
  - C. Conclusion
    1. Be brief, while using your entire time allotment to make your point, and find a closing that is both elegant and links back to your opening statement.
- II. Methods to Determine Content (for guidance only; students may elect to develop their own methodology to think quickly on their feet)

- A. PREP Method: when asked to express an opinion or to inform
- POINT: Make your point (opening)  
REASON: State your reason for making point (body)  
EXAMPLE: Give an example to justify your previous remarks (body)  
POINT: Drive home the point again by linking the conclusion back to opening of speech
- B. Past, Present, Future Method: When asked for your comment on a particular subject
- POINT Make your point (opening). Be brief  
PAST Discuss what happened in the past; reflects part of the issue (body)  
PRESENT Discuss what is happening today (body)  
FUTURE Discuss what will/could happen in the future (body)  
POINT Drive home your opening point which reminds the audience what the point of your speech was all about (conclusion). Be brief.
- C. Other Methods
1. Cause, Effect, Remedy
  2. Before, the Event, the Result
  3. Local, State, Federal
  4. Good, Bad, Indifferent

Exercise (15 minutes)

Work with students and use the Methods to Determine Content for each of the impromptu topic areas. After students feel comfortable using the methods outlined here, work with them to develop other methodology that will help make students feel comfortable, yet allow for quick thinking when gathering their thoughts in preparation for impromptu speaking.

Debrief (5 minutes) Talk with students about the importance of organizing their thoughts. Remind students that performing well during an impromptu presentation requires speakers to organize their thoughts, research, examples, and perspectives in a very short period of time. This is not an impossible task. However, it is one that requires practice and discipline.

Dismissal

**Week Six, Day Five**

Objective: To Answer remaining question students may have regarding presentation skills.  
To cover Speech, Library Research, and Net Research, preparation sheets.

Outline (50 minutes):

Notes to Instructor

Almost all of the skills taught in a typical public speaking class are integrally connected with critical thinking. The process of speech composition is not much different—and is certainly no less demanding—than that of composing a written essay. Given the inextricable relationship between thought and language, between cognition and expression, there can be no gainsaying the intellectual substance of a well-taught course in public speaking. As we teach students how to choose and develop topics, how to organize their speeches, how to assess evidence and reasoning, and how to employ language clearly and concisely, we are, at the same time, dealing with the invention of discourse, the structure of thought, the validity of claims, and the meaning of ideas. In the process of instructing students how to construct speeches with accuracy, order, and rigor, we are also teaching them how to think with accuracy, order, and rigor. In short, although introductory public speaking is properly a skills course, it should not be characterized as “just” a skills course. By helping students become capable, responsible speakers, it also helps them become capable, responsible thinkers.

This day should be a “fun” day for students. Take time to cover any questions that students may have. Go over the Speech, Library, and Net preparation worksheets with students. Encourage students to use these forms to help develop their thoughts as they work on refining, researching, preparing, and practicing their MESA Day speeches. Remind students that a “good” impromptu speaker has taken weeks to research the topic areas and spent hours practicing. Encourage students to keep working and building on the skills that they have developed throughout their time in this section. Note that a good impromptu speaker has improved their oral expressions of thought, developed confidence, learned to think clearly while on their feet, and developed leadership as well as communication skills.