

Public Speaking

CMST 2060

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Office Hours: 11:30-12:30 and 2:30-3:30 Monday and Friday; or by appointment. To make an appointment, either see me after class or email me. Note: I do not respond to email after 7:00 PM. If you need a response the same day, it is best to get the message to me before noon. For all emails regarding meetings outside of my office hours, please allow a **minimum of twenty-four hours advance notice** before your desired meeting time.

Course Description: CMST 2060 is a *General Education Humanities Course* designed to familiarize students with the study of public speaking. The act of public speaking is the culmination (and often the beginning) of a long process of critical dialogue between oneself, language, and the imagined responses of the audience. In other words, it takes being confident in who you are, what you want to say, how you are going to say it, who you want to say it to, and why you should say anything at all. Throughout the semester, students will be introduced to the fundamental concepts of rhetorical public speaking.

As a General Education Humanities Course, CMST 2060 will enable students to demonstrate an understanding of historical, cultural, and philosophical complexity that supports sophisticated discourse.

As a result of this course, students should:

1. Understand the principles of rhetoric and effectively utilize them in crafting well researched, reasoned, and appealing speeches.
2. Choose topics for public speaking that are timely, relevant, and adaptable given varying situations in which the message may be delivered, and for different audiences.
3. Effectively and critically evaluate message/speech content and delivery, both when examining one's own work as well as that of others.
4. Understand and utilize the verbal and nonverbal elements essential for exemplary speech delivery.
5. Analyze and discuss speeches of historical, political and social significance.

Course Materials: Lucas, Stephen. *The Art of Public Speaking*. McGraw Hill (11th Edition). An access code for McGraw-Hill Connect (came with a new copy of the textbook from the bookstore)

Absences/Late Work: Please inform me ahead of time if you will miss a speech day. Excusable reasons for missing are few and far between, but they include unexpected sickness **proven** by the presentation of a doctor's note, court summons **proven** by the appropriate documentation from

the court, family emergency **proven** through presentation of an obituary, etc., or a university-sanctioned activity such as a game or a concert **proven** by a note from an advisor or an instructor. Under these circumstances, I will work out a way for you to make up the speech (either on another day during the same round, or during my office hours in front of myself and other Public Speaking instructors). If you must miss, you must provide me with either an **outline or a script of their speech within twenty-four hours** of missing it, and **schedule a make-up within one week**.

Missed speeches that are not accompanied by proof of excused absence may be made up within one week of the original speech day for the **maximum grade of a C (70)**. Those who miss a speech due to an unexcused absence must schedule their make-up within twenty-four hours or they will not be allowed to make up the speech.

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

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

Research Participation Requirement:

The material you will learn in this course is the product of research. The goal of the research learning requirement is to help you to gain knowledge about the process by which scholars attempt to understand human behavior. All students taking CMST 1061, 2010, 1150, and 2060 must complete a research learning requirement. For each course in which a student is enrolled, he or she must complete 2 research credits. You can fulfill your requirement by

1. Participating in research studies conducted in the Department of Communication Studies. All studies that last between 0 and 30 minutes will count as one credit. Any study that lasts between 31 and 60 minutes will count as two credits. Each study will specify the number of credits a student can earn for completion. There will be several survey and experimental studies conducted throughout the semester. These studies are held on campus at various times and in various locations or are administered through online survey software. All available studies are approved by the Institutional Review Board at LSU.
2. Participating in an organized departmental function such as debate or public speaking competition. Only departmental sanctioned events will count toward a student’s research learning requirement; thus, no credit will be given for a student attending an outside speaker or performance.
3. Serving as a research assistant for a faculty member in the Department of Communication Studies. The number of units and requirements for those units will be set by the researcher and either accepted or rejected by the student.

The research learning requirement is worth 3% of your total grade; you will receive your 3% if you accumulate 2 research credits during the given semester. Please note that all research learning credits must be completed and allocated by Tuesday December 3 at 11:59 PM (the Tuesday prior to the start of the concentrated study period).

ALL available options to earn credit are posted on an electronic bulletin board located at <http://lsuhumanresearch.sona-systems.com/> . When you go to this website, you will first have to request an account. Once you have secured an account, you will be able to log in and see the options available to you for your various CMST courses.

Please note that various ways to fulfill your research learning requirement will appear on this bulletin board throughout the semester. You are encouraged to check the system on a regular basis for current credit options that fit your interests as well as your schedule.

It is very important that when you sign-up for a credit option that you attend that option or cancel your sign up. Failure to show up twice during one semester will result in your access to the system being restricted and you being unable to complete your research learning requirement. Valid excuses for failing to cancel a sign up and missing a credit option are the same as those found in LSU Policy Statement 31.

Detailed instructions on how to request an account and to navigate the system once logged in can be found on the homepage of the Department of Communication Studies. Go to <http://www.lsu.edu/cmst> Then click on RESOURCES and RESEARCH PARTICIPATION SYSTEM. Scroll down to find the document titled “RPS – Instructions for Students.”

You are encouraged to create an account during the first week of classes so that any problems that arise can be remedied before it is too late. **If you have questions about this requirement or the online system that keeps track of credits, please email researchadmin@lsu.edu**

Do you have a major?

Business leaders and other professionals recognize the importance of developing communication skills and analysis. Alan Greenspan, for example, stated, “To succeed, you will soon learn, as I did, the importance of a solid foundation in the basics of education – literacy, both verbal and numerical, and communication skills.” We hope this course contributes to your success.

To learn more about communication, you may want to major or minor in the Department of Communication Studies. The program explores how people sustain and change, experience, and make sense of the world through symbolic action. Students develop conceptual skills to analyze written, oral, and visual messages. Students gain practical experience in such areas such as public speaking, group decision-making, performance, and film. Such skills are elemental to careers in business, government, law, social services, and the arts.

A major in Communication Studies requires 36 hours including 12 hours of core classes and 12 hours at the 3000 or 4000 level. A minor requires 15 hours with one core class and 6 hours at the 3000 level or above.

More information is available at www.lsu.edu/cmst or by contacting our undergraduate advisor Mr. Kent Filbel (kfilli@lsu.edu), whose hours are posted at his office, 135 Coates Hall.

Academic Misconduct: Plagiarism: You are to assume that all assignments in this course are individual assignments unless explicit instructions are provided for a group project. Any student found to have turned in material not their own (either downloaded from the internet or written by another student) in part or in whole will immediately be reported to the Dean of Students. The Internet has made plagiarism very easy and very tempting. Hundreds of sites offer papers, research, writing, and editing. The ease with which such material is available over the Internet does not lessen the seriousness of claiming material from the Internet as your own. See the LSU policies on plagiarism here: <http://www.lib.lsu.edu/instruction/plagiarism2.html> Your paper would be considered as plagiarized in part or entirely if you do any of the following:

- Submit a paper that was written by someone other than you.
- Submit a paper in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references. Simply rewording a sentence does not make work your own.
- Submit a paper in which you “cut and paste” or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.

Students with Disabilities: The Americans with Disabilities Act and the Rehabilitation Act of 1973 states: “If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a coordinator in the Office of Disability Affairs (112 Johnston Hall) so that such accommodations can be arranged. After you receive the accommodation letters, please meet with me to discuss the provisions of those accommodations.

Point Breakdown: The overall course is worth 1000 points. **I do not round grades up.** Different categories of assignments are worth different amounts of your overall grade, as follows:

Participation

Research Credits:	30 points
Class Participation:	100 points

Speeches

Introductory:	50 points
Informative:	100 points
Persuasive:	200 points
Commemorative:	100 points

Exams

Midterm Exam:	100 points
Final Exam:	100 points

Activity Speeches

Elevator Speech:	10 points
Informative Practice:	10 points
College Life Hack:	15 points
Life in a Box:	15 points

Reading Assessments

LearnSmart:	50 points
Quizzes:	120 points

Assignment Notes

Speeches: The bulk of your grade will come from the four speeches you will give during the semester. You will give the speeches before your classmates on one of the dates specified. Speaking order will be discussed early and a schedule will be posted on Moodle. More specific instructions are provided in the descriptions of the individual speeches. For each speech you must turn in the specified materials and a grading rubric. The rubric should be stapled as the last page in the packet you turn in. You will find the rubric at the end of the syllabus. **Failure to bring a rubric to class will result in the loss of one letter grade.**

Activity Speeches and LearnSmart: Online assignments will occur on the course website developed through McGraw-Hill Connect. These assignments will consist of uploading short videos and completing reading assessments for specific chapters. You will be able to access the McGraw-Hill Connect website through the course Moodle page or through this link:

<http://connect.mheducation.com/class/j-broussard-cmst-2060---broussard-2>

Quizzes: Quizzes will be administered in class on random days. Each quiz will consist of five to seven questions and cover material that will be covered that week up through the day that the quiz is administered. **Missed quizzes cannot be made up under any circumstances.**

Exams: Your midterm exam will be a quantitative exam of 50 questions. The format of your final exam is yet-to-be-determined. However, you should recognize that the following: (1) As this is a skills-based course, the final exam will be cumulative to a certain degree, and (2) any and all activities occurring during this class are subject to being exam or quiz questions.

Extra Credit: **No Extra Credit Work will be assigned.**

ASSIGNMENT SCHEDULE (Dates Subject to Change as Necessary)

Week 1: 25 – 29 August

M: Introduction/ Syllabus

W & F: The Five Canons of Rhetoric (Not in Book)

Week 2: 1 – 5 September

M: LABOR DAY NO CLASS

W: Basic Principles of Speech Communication

Read: Chapters 1 and 4

F: Ethics and Public Speaking

Read: Chapter 2

Due: LearnSmart Module for Chapter 2 by 9:00 am

Week 3: 8 – 12 September

SPEECHES OF INTRODUCTION

Week 4: 15 – 19 September

M: Listening to Speeches

Read: Chapter 3

W: Speaking to Inform

Read: Chapter 15

F: Choosing Topics and Purposes

Read: Chapter 5

Due: Friday @ 4:00 pm: Elevator Speech

Week 5: 22 – 26 September

M: Organizing the Speech I: Arrangement

Read: Chapter 9

Due: LearnSmart Module for Chapter 9 by 9:00 am

W: Organizing the Speech II: Beginnings & Endings

Read: Chapter 10

F: Organizing the Speech III: Outlining

Read: Chapter 11

Due: Friday @ 4:00 pm: Informative Speech Practice

Week 6: 29 September – 3 October

M: Delivering the Speech

Read: Chapter 13

Due: LearnSmart Module for Chapter 13 by 9:00 am

W: Using Visual Aids

Read: Chapter 14

F: INFORMATIVE SPEECHES

Week 7: 6 – 10 October

INFORMATIVE SPEECHES

Week 8: 13 – 17 October

FALL BREAK

SOUTHEASTERN MEDIEVALIST ASSOCIATION CONFERENCE

F: **Due: Friday @ 4:00 pm:** College Life Hacks Speech

Week 9: 20 – 24 October

M: LIBRARY ASSIGNMENT: SEE MOODLE

Using Language Effectively

Read: Chapter 12

F: Midterm Exam – Online (NO CLASS)

Week 10: 27 – 31 October

M: Introduction to Persuasive Speeches

Read: Chapter 16

W: Methods of Persuasion

Read: Chapter 17

Due: LearnSmart Module for Chapter 17 by 9:00 am

F: Gathering and Using Supporting Materials

Read: Chapters 7 & 8

Week 11: 3 – 7 November

PERSUASIVE SPEECHES

Week 12: 10 – 14 November

PERSUASIVE SPEECHES

Week 13: 17 – 21 November

NATIONAL COMMUNICATION ASSOCIATION

F: **Due: Friday @ 4:00 pm:** Life in a Box Speech

Week 14: 24 – 28 November

M: TBA

THANKSGIVING

Week 15: 1 – 5 December

COMMEMORATIVE SPEECHES

FINAL EXAM TIME: Thursday, Dec. 11, 12:30-2:30

Other Course Policies

1. Questions about grades should be made within one week of the assignment being returned. As I will not discuss grades via email, you will need to make an appointment to meet with me in my office.

Criteria Used for Evaluating Speeches

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

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

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

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

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

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

Speech 1: Introductory

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

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

Points: 50

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

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

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

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

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

Goals:

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

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

Get accustomed to speaking with a time limit.

Organization:

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

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

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

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

Speech 2: Informative

Length: 5 - 6 minutes

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

Points: 100

Goals:

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

Continue to hone speaking skills.

Practice informing in a **noncontroversial** manner.

Gain experience speaking with a visual aid.

Topic Choices and Suggested Considerations:

Hobby: This must be a hobby that you actually do. Tell us about it. What it is. How you became interested. How you perform this hobby. And why someone may want to take up this hobby.

Mythic Monster: Choose a monstrous being from myth or legend and tell us about this figure. Who is it? What culture tells stories about it? For what purpose do they tell these stories? While you may pick any monster, I would suggest picking a figure that may be unknown to your audience (e.g. Krampus, Cat Sidhe, Baba Yaga, Golem, Karakura, or Kijo).

Social Issue: Choose a social cause, an economic issue, or a political issue that our country faces today. The issue can be local to Baton Rouge, local to Louisiana (or your home state), or of national concern to the United States. Remember that you are not persuading your audience on what to think. Rather your task is to give your audience something to think *about*. What are the facts from all points of view that matter? What should they look for? What might the outcomes of various solutions be? Do not forget to explain how this issue impacts your immediate audience (your classmates).

General Description:

This speech is meant to inform and entertain. That sounds simple at the outset, but there's a lot that goes into both aspects of this.

Informing means:

Picking a **topic that we're interested in, but don't know much about** already (i.e. telling us how to make a peanut butter jelly sandwich is a waste of our time, since almost everyone can already do it).

Researching the topic – if it’s information you can rattle off the top of your head, there’s an excellent chance we know it, too. In this speech, you’ll be responsible for using and citing **at least three sources (one of which was published within the past year)** to make the knowledge you’re sharing seem credible.

Entertaining means:

Maintaining a happy affective payoff for the audience – **keeping the speech light-hearted**, or even funny, to maintain interest. (Vomiting facts at an audience for six minutes is, frankly, boring for everyone, including you.)

Avoiding controversy – for example, informing us about the benefits of joining the NRA is divisive, and may shut down half of your audience. If you choose to inform us about a public controversy, **address multiple perspectives** so you’re not telling us what to think, but rather what to think *about*.

In order to accomplish both of the goals, the speech will also have to be clearly organized so that it’s easy to follow. It will need to incorporate an introduction that grabs attention, then **explicitly previews (point-by-point)** the ideas to come. It should also include a conclusion that **explicitly recaps (point-by-point)** what has been discussed, as well as winds the speech down and gives it a sense of closure. In between, there should be **2-3 main points** arranged in a manner that follows one of the **organizational schemes** we will discuss in class. These points should be cohesive, topical, and should **transition effectively** from one to the next.

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

Speech 3: Persuasive

Length: between 7 and 8 minutes.

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

Points: 200

Goals:

Demonstrate understanding of the rhetorical situation and how fictional worlds present social/political issues that demand rhetorical solutions.

Continue to develop organizational skills to channel audience energy.

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

Continue to hone speaking skills.

General Description:

Option I:

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

The goal of this speech is to demonstrate your skills at organization and persuasion. You will start with **an idea** that your **audience may or may not agree** with. Your goal is to persuade each member of your audience to **rally around your idea**, and then do something to **take it public through action**. At the end of your speech, **the audience must have a very clear idea of what you want them to think or do**. Make a statement. There is no room for back-door persuasion in a speech of advocacy. I strongly suggest that you consider making the unpopular argument during this speech.

Option II

This is the first of two speeches that may be set in fiction. For this speech, you must select either a fictional world (e.g. Middle-Earth, Narnia; Westeros, the Galaxy Far, Far Away, etc.) or a fictionalized version of our world (e.g. Harry Potter, the Marvel or DC Universes, Star Trek, Panem, a myth or legend, etc.). You are to place yourself within the context of the world and explore a crisis (a crisis that occurs **within** the bounds of your source text(s)) that demands a rhetorical situation. Once decided, you are to advocate a specific position and deliver the speech

as if you were delivering it to your ideal audience **in that world**. Note that you are to be yourself. Yes, you are a citizen of this world and not a named character in the source material.

The goal of this speech is to demonstrate your skills at organization and persuasion. You will start with **an idea** that your **audience may or may not agree** with. Your goal is to persuade each member of your audience to **rally around your idea**, and then do something to **take it public through action**. At the end of your speech, **the audience must have a very clear idea of what you want them to think or do**. Make a statement. There is no room for back-door persuasion in a speech of advocacy. I strongly suggest that you consider making the unpopular argument during this speech.

In order to do this effectively, you'll need to bolster your own credibility. People will not do what you want them to unless they think you're worth listening to. Though the situation and setting are fictional, **you still need to properly reference and cite sources** – two of which must be from academic publications. Think about the more generalized issue and search that topic. For example: If your speech aims to persuade Saruman to cease his efforts at deforestation around Isengard (Tolkien, *The Lord of the Rings*), you could search for publications that discuss the effects of deforestation, militarism, the military-industrial complex, and/or genetic engineering (he used the trees to power a foundry where he made genetically engineered super Orcs, the Uruk Hai). As such, you'll still be **citing at least three sources in this speech (the majority of which must be recent)**. These sources **still need to be cited in-speech**. Again, the speech will also have to be clearly organized so that it's easy to follow. It will need to incorporate an introduction that grabs attention, sets the scene in such a way that the audience knows why this is a rhetorical crisis (even if they do not know the term), and then **explicitly previews (point-by-point)** the ideas to come. It should also include a conclusion that **explicitly recaps (point-by-point)** what has been discussed, as well as winds the speech down and gives it a sense of closure. In between, there should be **2-3 main points** arranged in a manner that follows one of the **organizational schemes** we will discuss in class. One of your main points must make analogy to a current social issue facing our world at present. These points should be cohesive, topical, and should **transition effectively** from one to the next.

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

Speech 4: Commemorative

Length: 4 - 5 minutes

Required materials: your **word-for-word script** for your speech and your **MLA-style works cited page** for any sources you cite, to be submitted on the **first day of speeches**.

Points: 100

Goals:

Either (1) Memorialize yourself – how do **you** want to be remembered after you die? or (2) Change audience perception of an ostensibly undesirable subject (a villain) in a memorable way. Either way, this speech should have a tone appropriate for a state-level eulogy.

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

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

General Description:

This final speech will bring your skills full circle. This time, rather than talking about yourself, you'll be commemorating something else in order to inspire the audience.

This speech also draws from **fictional or fictionalized worlds**. Attempt to rehabilitate the image of a villain and show why that character is actually inspirational enough to warrant preservation in the annals of history. Think epic.

The easiest way to inspire people is to play to their values. With that in mind, your speech should access the subject by **identifying one value it embodies** to which we can all aspire. The easiest way to do this in such a speech is to **narrate** specific incidents that demonstrate those values. Remember: show, don't tell.

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

You are free to draw upon personal experiences and observations for this speech. But credibility is still an issue, even in such an abstract speech as this. As such, you'll still be **citing at least one source in this speech**. It doesn't matter when it was published. You'll **still need to cite in-speech**.

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

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

Introductory Speech Evaluation Form

Speaker _____

Time: _____/3:00
-1 point +/- 5 seconds

Topic _____

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

COMMENTS

INTRODUCTION (10%)

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

_____/5

BODY (40%)

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

_____/20

CONCLUSION (10%)

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

_____/5

DELIVERY (30%)

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

_____/15

OTHER CRITERIA OF EVALUATION (10%)

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

_____/5

Other Comments:

Informative Speech Evaluation Form

Speaker _____

Time: _____/6:00
-1 point +/- 5 seconds

Topic _____

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

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

Structural Comments: _____

Delivery Comments: _____

Argument Comments: _____

Persuasive Speech Evaluation Form

Speaker _____

Time: _____/8:00
-1 point +/- 5 seconds

Topic _____

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

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

Structural Comments: _____

Delivery Comments: _____

Argument Comments: _____

Commemorative Speech Evaluation Form

Speaker _____

Time: _____/5:00
-1 point +/- 5 seconds

Topic _____

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

COMMENTS

INTRODUCTION (10%)

_____/10

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

BODY (40%)

_____/40

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

CONCLUSION (10%)

_____/10

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

DELIVERY (30%)

_____/30

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

OTHER CRITERIA OF EVALUATION (10%)

_____/10

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

Other Comments: