Public Speaking  
CMST 2060

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Office Hours: 10:30-11:30 and 12:00-1:00 Tuesday and Thursday or by appointment. To make an appointment, either see me after class or email me. For all emails, 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.


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 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 of missing the speech. NB: If you have not contacted me with within one week of the missed speech date, you will not be allowed to make up that speech.

Other 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). Unless otherwise stated in the assignment description, 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 Credits:** 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 RESEARCH and STUDIES. 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.

NOTE: I will not post grades for RPS work until I receive the official data sheet from the administrator during the Concentrated Study Period.

Academic Misconduct: Do not plagiarize. Any student found to have turned in material not their own (either downloaded from the internet or written by another student) will immediately be reported to the Dean of Students. You can find the official LSU policies on plagiarism here: http://www.lib.lsu.edu/instruction/plagiarism2.html. Your work would be considered as plagiarism in part or entirely if it involves any of the following:

- Submitting work that was written by someone other than you (an online source, a friend, etc.).
- Submitting work 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.
- Submitting work 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.
- Submitting work that you have written together with a friend as if it was solely your own intellectual property.
- Submitting work for COMM 2060 that you wrote verbatim for another class.
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. Grades are distributed along a standard ten-point scale (A = 900, B = 800, C = 700, etc.). Different categories of assignments are worth different amounts of your overall grade, as follows:

Participation

- Research Credits: 30 points
- Class Activities: 120 points

Speeches

- Elevator Speech: 50 points
- Introduction: 100 points
- Informative: 150 points

Sales Pitch Project

- Sales Pitch: 100 points
- Commercial: 20 points

Group Kickstarter Project

- Group Presentation: 100 points
- Video: 30 points
- Performance Review: 20 points

Evaluations

- Quizzes: 130 points
- Final Exam: 150 points

Assignment Notes

Speeches/Projects: The bulk of your grade will come from the five speeches/speech projects you will give during the semester. The topics have been selected to reflect possible speaking scenarios most of you will encounter at some point during your professional careers. More specific instructions are provided in the descriptions of the individual speeches. Each speech will require you to turn in the specified materials on the first day of speeches. Any significant changes to those documents can be submitted the day you speak.

For all speeches that require research (as stated in their descriptions), consult the following hierarchy of sources: One "source" equals either: (1) one source from a recent academic journal/university press book, (2) two from relevant, recent magazines or popular books; two from government or prestigious organizational websites (Centers for Disease Control, Mayo Clinic, etc.); or two from relevant, recent newspaper reports – one of which must be a major newspaper such as the Times Picayune, New York Times or Washington Post, or (3) three
credible internet sites whose credibility you fully and successfully establish during the speech (note: blogs, Wikis, Yahoo Answers, etc. do not count).

**Quizzes:** There will be approximately seven quizzes that will be taken either in-class or via Moodle. Moodle Quiz dates can be found in the syllabus. In-class quizzes will be unannounced. The quizzes will consist of multiple guess, matching, short answer, and/or True/False questions.

**Class Activities:** Class activities are those extra assignments that reinforce lecture, help organize material, and allow you to demonstrate your mastery of the skills we learn in class through different activities. You will need to complete a **minimum of twelve** of the activities listed on the Class Activities PDF on Moodle. These activities are scaled based upon an Experience Point system and increase in complexity and value as your Level increases.

**MediaShare:** Certain assignments will require you to upload a video presentation to the MediaShare website. As long as you hold to the genre constraints so that your presentation is recognizable as a specific member of a given genre, you may be as creative as you desire. When you upload your videos, please begin the file name with your last name. This requires registration through the Pearson portal from this address [http://www.mycommunicationlab.com/](http://www.mycommunicationlab.com/). To register, you will need the registration code card provided with a new copy of the textbook (if you have a used copy, you can purchase access to My Speech Lab for approximately $50. From there, you will click on the link in the left box for “Crick, Rhetorical Public Speaking, 2e” and then click on the grey MediaShare button in the center column of the popup window that emerges to access MediaShare. You will need a course ID.

**The course ID for your section is given below:**

**Section 32:** EKYGZ-03143

**Section 41:** SNSES-89798

**ASSIGNMENT SCHEDULE**

**Week 1: 26 August**

**Tues:** Introduction/ Syllabus

**Thurs:** Speech-crafting I: Deciding What to Talk About  
**Read:** Chapter 1 “The Canons of Rhetoric” pp. 1 – 19 (Invention)

**Week 2: 2 September**

**Mon:** LABOR DAY

**Tues:** Speech-crafting II: Putting the Speech Together  
**Read:** Chapter 1 “The Canons of Rhetoric” pp. 19 -31 (Arrangement)

**Thurs:** Delivering the Speech  
**Read:** Chapter 1 “The Canons of Rhetoric” pp. 42 – 53 (Memory & Delivery)

**Fri:** Speech Construction Quiz (8am-4pm on Moodle)

**Week 3: 9 September**
Tues: ELEVATOR SPEECHES

Thurs: Discussion of Speeches, Overview of Speech of Introduction, Poetics of Speech.
Read: Chapter 1 (Style) pp. 32 – 42 and Chapter 7 (Organizing Symbol) pp. 175 –180

Week 4: 16 September

Tues: Audience Analysis and Cultural Knowledge: The Rhetorical Background
Read: Chapter 3 “Rhetorical Situation”

Thurs: Scanning the Scene: The Rhetorical Foreground
Read: Chapter 3 “Rhetorical Situation” pp. 73 – 96

Week 5: 23 September

Tues: Ethos: Character and Personae
Read: Chapter 4 “Ethos” pp. 97 - 107

Thurs: Ethos: Identification and Scapegoating
Read: Chapter 5 “Ethos” pp. 107 – 116

Fri: Ethos Quiz on Moodle (8am-4pm)

Week 6: 30 September

Tues: Introduction to using Prezi.

Thurs: SMLA Conference, NO CLASS – PRACTICE SPEECHES

Fri: Review Quiz on Moodle for all previous quizzes (8am-4pm)

Week 7: 7 October

INTRODUCTION SPEECHES

Week 8: 14 October

Tues: Logical Argumentation
Read: Chapter 5 “Logos” pp. 117 – 142 (Syllogistic Form and Appeals)
Thurs: Group Project “Hiring” Day

Fri: Logos Quiz on Moodle (8am-4pm)

Week 9: 21 October

Tues: INFORMATIVE SPEECHES

Thurs: FALL HOLIDAY BEGINS ON THURSDAY

Week 10: 28 October

INFORMATIVE SPEECHES

Week 11: 4 November

Tues: Speaking With Emotion
Read: Chapter 6 “Pathos” pp. 143 – 167

Thurs: Group Project Work Day

Fri: Pathos Quiz on Moodle (8am-4pm)

Week 12: 11 November

Monday: Due: Your Kickstarter Videos must be uploaded to MediaShare by 5pm

Tues: GROUP KICKSTARTER PROJECTS

Thurs: GROUP KICKSTARTER PROJECTS

Week 13: 18 November

Tues: Discussion of Sales Pitches and Final Exam.

Thursday: NCA Conference, NO CLASS. Work on Sales Pitches

Fri: Due: Your commercials must be uploaded to MediaShare by 5pm today.
Week 14: 25 November

Tues: SALES PITCHES

Thurs: THANKSGIVING HOLIDAY BEGINS ON WEDNESDAY

Week 15: 2 December

SALES PITCHES

Week 16: 9 December

FINAL EXAM TIMES:
CMST 2060 section 41: 10 Dec 3:00 – 5:00
CMST 2060 section 32: 13 Dec 10:00 –12:00

After the Final Exam is turned in, NO OTHER WORK may be turned in.

Other Course Policies
1. Questions about grades should be made within one week of the assignment being returned (speeches/written assignments) or posted on Moodle (quizzes). After that point, I will no longer consider reviewing a grade. As I will not discuss grades via email, you will need to make an appointment to meet with me in my office.
2. As a general rule, I do not respond to emails after 7pm. Therefore, if you need a response on that same day, I strongly suggest that you send me an email by noon.
Speech of Introduction I: The Elevator Pitch

**Length:** 30-45 seconds.

**Required materials:** none. Due to the brevity of this speech, you should deliver it without any prompts or aids.

**Points:** 50

**Topic:** An Elevator Pitch provides a short summary of a person, a company, a product, or an idea and the value that this holds for the potential employer or client. The speech is so named, because it should take no longer than the average elevator ride to deliver. Your goal is to pitch yourself to a potential employer, Mr. Burns (no relation to any character in *The Simpsons*), who heads a multi-billion dollar corporation Burns Corp. and is the leading CEO in your chosen field (yes, you must define your field based upon the job you seek through your major).

**Goals:**

To quickly and succinctly make an impression on someone with the power to help you advance your career.

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:**

This speech needs to accomplish the following tasks in a short period of time.

**Introduction:** Tell Mr. Burns who you are and for what position in his corporation you are applying.

**Value:** Tell Mr. Burns what values you bring to the table. What skills do you have that he needs? What are the character traits that define you that he would find most valuable?

**Difference:** Tell Mr. Burns what makes you stand out from other candidates? Why should he hire you instead of someone else?

**Immediate Goals:** What are your immediate career goals (5 years in the future, max.)? This should make it clear to Mr. Burns just what you want from him, and why he should hire you.

**Things to Note:**

1. Avoid jargon wherever possible.
2. Tailor your pitch to the company in your chosen field. Mr. Burns will know if you are being generic.
3. Think about your goal: If you do not plan to stay with the company beyond a set period of time, do not give the indication that you would.
Speech of Introduction II

Congratulations! Based upon your elevator pitch, Mr. Burns has hired you. Welcome to the company. He couldn't give you the job you wanted, but he did offer you an entry-level position. You've worked for Mr. Burns for five years now, and he's decided to promote you. Of course, this promotion requires you to move. But on the bright side, you will be in charge of a new branch of your chosen company in one of the following locations (selected based upon the assigned criteria):

Tuscaloosa, Alabama (Last Name begins with either Qu, A, F, M, Y, X)
Bloomington, Indiana (Last Name begins with B, G, O, Z)
London, England (Last Name begins with D, Ch (sounds only), I, N, T, U)
Stuttgart, Germany (Last Name begins with K/C, Th (sound only), H, R, W, S)
Johannesburg, South Africa (Sh (sound only), E, L, P, V)

While you do not have to cite any sources, you will need to know something about the culture of your target audience so that you can tailor your speech to them. As such, you are expected to perform some research on the culture of your new location. This will allow you to demonstrate public speaking skills and intercultural sensitivity. Prepare a bibliography of these two sources and under each source, copy the paragraph that provided you with the information that you used from that source as well as a proper in-text, parenthetical citation.

Length: 3 minutes.

Required materials: your speaker's outline, submitted the first day of speeches; an APA-style bibliography of two sources.

Points: 100

Topic: 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.

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. You will need an opening sentence that grabs our attention and draws us in. 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. While you may use this time to tell us what character trait or value you will recount in your narrative, do not spend your entire introduction providing a definition of that value. If you feel you must define “honor,” or “faith,” or whatever your character trait is, then define what it means to you.

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 of Introduction

**Length:** ~3:00 minutes, with a 10-second leeway

**Required materials:** your note cards, submitted the first day of speeches.

**Points:** 50

**Topic:** 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.

**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. You will need an opening sentence that grabs our attention and draws us in. 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. While you may use this time to tell us what character trait or value you will recount in your narrative, do not spend your entire introduction providing a definition of that value. If you feel you must define “honor,” or “faith,” or whatever your character trait is, then define what it means to you.

*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.]
Informative Speech

Length: 4 - 5 minutes

Required materials: your speaking outline; an APA-style bibliography of at least one source, all submitted the first day of speeches. You will also need to prepare a PowerPoint Presentation or a Prezi for this, but you do not have to turn that in. Get to class early to set up your PowerPoints.

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.

Topic I: State of the Company

Congratulations! You have been asked to present an informative speech on the state of the company for which you work at the annual board meeting. The company in question should be one based upon your major: what type of company would you ideally like to work for? The exact state of the company is yours to decide, but you should consider financial assets, economic trends, and public relations. For those unfamiliar with financial data, I would suggest beginning your research with a Google search for “average profit margins in...” or “average salary of...” and finish with terms specific to your industry. This data will become important as you try to relate the assets and financial performance of your specific company to its competitors.

Yes, you get to choose the company, but I would suggest something realistic and tied to your major to facilitate data-collection of facts and figures.

Your PowerPoint/Prezi should be simple, straightforward, and easy to digest for your audience. It should contain your facts and figures (do not forget your citations) and present simple graphs and charts where appropriate. Use your PowerPoint as more than a simple outline. Do not use your visual aid as a script.

Topic II: Economics and You

This option requires that you research an economic issue currently facing the world today. Suggested topics include: the cost of health care/health care options, student loan interest rates/repayment, unemployment, the debt ceiling, and the housing market, social security. The issue chosen can be international, national, state-specific, or local to Baton Rouge. You should focus your attention on the following: (1) What issue is being discussed, (2) What events led to the current situation, (3) How this issue impacts your audience. This seems simple and straightforward, but the challenge arises from tailoring your speech to your audience. It is not enough to simply discuss the meaning and effect a generalized conception of your audience (global citizens, US citizens, Louisiana residents, or Baton Rouge residents). You should discuss
this, but you will also need to discuss how this issue impacts your specific audience in the classroom.

**General Description:**

This speech is meant to inform. 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.

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.*)
Group Persuasive Project: Kickstart Me Up!

Length: Oral Presentation by Group of Three: 9-10 minutes; Kickstarter-style video: 4 minutes; Audience Questions: 3 minutes.

Required materials: your keyword speaking outline or script; an APA-style bibliography of at least three sources; and a rating sheet of the MediaShare presentations, all submitted the first day of presentations. You will also need either a PowerPoint or a Prezi presentation for this speech and a video completed on MediaShare (1 video per group).

Points: 150

Goals:

Demonstrate understanding of the rhetorical situation and how to tailor your argument to the needs of an audience about whom only demographic analysis is known.

Continue to develop organizational skills to channel audience energy.

Persuade using logic, emotion, and your own character.

Continue to hone speaking skills.

General Description:

This speech situates you as someone trying to crowdfund a project on Kickstarter (or any other crowdsourcing website). You have a brilliant idea, but you need money. The masses have money, but they aren’t sure if and why they should give you their money to fund your project. You will need to tell us: (1) Who you are, (2) What your project is about, (3) How much money you need (be reasonable), (4) Why your project should become reality (What good does it do? What need does it fill? How does it benefit people?), and (5) Why we should give you our money. For the purposes of this speech, consider your audience to be a group of investors in your target demographic. Do not forget to tailor your speech to that demographic. Be prepared to field questions from your audience.

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. 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. Also, the warrants of each of your three points need to be of different types (Sign, Analogy, Generalization, Authority, Causation, or Principle). 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.]

Video:

In addition to an oral presentation, your group will need to produce a video that would be suitable for Kickstarter. I would suggest consulting something like the Kickstarter School: http://www.kickstarter.com/help/school for assistance. The video is to be no longer than four minutes. That said, here are things that must be included in your video:

1. Who you are.
2. What your product is.
3. What it does.
4. Why we need this product to be made.
5. Why we should fund your product with our money.
6. What rewards you offer your backers.

You can be as creative or minimalist as you desire. I would not suggest buying new equipment, but if you do need technology, consider renting cameras from Studio 151 in Coates Hall. If you need editing software, consider the free packages available through TigerWare (you’re paying for it with your tuition dollars, get your money’s worth). You will show this video to the class before you field questions.

Performance Review:

The final portion of this project is an anonymous performance review of each of your group members. These will be emailed to me within 24 hours of your presentation. You will write approximately one page for each member. I would strongly suggest addressing the following:

1. What skills did this member bring to the group?
2. What did this member contribute in terms of labor?
3. Was this group member cooperative or belligerent?
4. Did this group member offer ideas?
5. How was this group member’s performance during the presentation?
6. Would you work with this person in a high-stakes professional situation?
7. Give a letter grade for the person’s performance.
**Rating Sheet:** As part of your class participation, you are to type up a sheet where you rate every class member's videos except your own. In providing the rating, you are answering the following question: Based solely upon this video, how likely am I to buy this product?

You will rate the video as follows: 1 – 5 where 1 is “Would NEVER Support” and 5 is “Shut Up and Take my Money!” You will then provide a three sentence explanation of your rating and within what Reward tier would your donation most likely fall.
Persuasive Speech: New Sales Pitcher in the Bullpen

**Length:** between 6 and 7 minutes

**Required materials:** your keyword speaking outline; an APA-style bibliography of at least three sources, all submitted the first day of speeches. You will also need either a PowerPoint or a Prezi (whichever one you did not use for your Informative Speech).

**Points:** 100

**Goals:**

Demonstrate understanding of the rhetorical situation and how to tailor your argument to the needs of an audience about whom only demographic analysis is known.

Continue to develop organizational skills to channel audience energy.

Persuade an audience that may be unsympathetic to your cause using logic, emotion, and your own character.

Continue to hone speaking skills.

**General Description:**

You will be delivering a sales pitch to an audience of potential customers who are unconvinced that they need to purchase your product. You have a product that you want to sell them, and you want to make sure they purchase it. The product can either be a real product or it can be a product that you have made up. **Do not forget to tailor your speech to that demographic.** Once you have considered your product and your audience, you will need to (1) establish your credibility so that we trust your judgment, (2) tell us what the product is, how much it costs, and all significant and relevant features, and (3) give us three good reasons why we should buy this product.

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. 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. Also, the warrants of each of your three points need to be of different types (Sign, Analogy, Generalization, Authority, Causation, or Principle). 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.]

Commercial:

To prepare your classmates for your sales pitch, you are to upload a brief (30-45 seconds but no more than one minute) commercial advertising your product. You are to put this commercial together yourself and upload it to MediaShare. This commercial should, like any commercial, clearly display the product, give us enough information to know what it does, and make us want and need to buy the product. This must be uploaded to MediaShare two days before speeches begin.