INSTRUCTOR INFORMATION

Name: Karen Kegley
Email: kkegley@nr.edu
Phone: 540-674-3600, ext. 4322
Office: Godbey 35
Office hours: Monday, Wednesday, Friday 2:30 pm – 4:30 pm (NRV Mall Site)
Tuesday, Thursday 1:30 pm – 3:30 pm (Dublin campus)

COURSE DESCRIPTION

Public Speaking provides students with an understanding of the process of human communication in public situations through the application of theory and principles of public address. Students will gain an overview of the process of public speaking, then learn the basic principles of speech preparation, and finally apply and adapt those principles when delivering various types of speeches.

COURSE MATERIALS

Textbook: The Art of Public Speaking by Stephen Lucas 11th edition (Required)
Connect Lucas Plus Access Card for The Art of Public Speaking (Recommended)

Note: NRCC assumes no liability for virus, loss of data, or damage to software or computer when a student downloads software for classes.

The following attached supplements: VII. Speech Evaluation Forms; VIII. Sample Informative Speech; IX. Exam Reviews.

Additional resource materials for some NRCC classes can be found on the NRCC Web-based learning site at www.nr.edu/learninglinks.

The Student’s Guide to Distance Education is available at: http://www.nr.edu/de/pdf/stuguide.pdf.

IMPORTANT! The recommended browser to use with the current version of Blackboard is Mozilla Firefox. Other browsers are inconsistent in their performance with Blackboard. When taking tests or quizzes, USE a wired connection.

This course requires a folder for graded materials. You must choose a graded folder by September 6, 2013. Go to http://www.nr.edu/de/folderloc/picloc.php to choose either the main campus Testing Center or the Mall Site.
TESTING CENTERS INFORMATION

<table>
<thead>
<tr>
<th>Testing Center - Martin Hall</th>
<th>New River Valley Mall Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: 540-674-3600 extension 4439</td>
<td>Phone: 540-674-3610 and 540-674-3620</td>
</tr>
<tr>
<td>Fax: 540-674-3643</td>
<td>Fax: 540-381-7128</td>
</tr>
</tbody>
</table>

Monday & Thursday 8 a.m. - 9 p.m.  Monday-Thursday 8 a.m. - 10 p.m.
Tuesday & Wednesday 8 a.m. - 6 p.m.  Friday 8 a.m. - 5 p.m.
Friday 8 a.m. - 5 p.m.  Saturday 9 a.m. - 1 p.m.
Sunday 1 p.m. - 5 p.m.  (while classes are in session)

*TESTS MUST BE REQUESTED BEFORE THE LAST 2 HOURS OF OPERATION*

IMPORTANT SEMESTER DATES

Last day to add class without instructor approval .............................................. Friday, August 30

NO CLASSES .............................................................................................................. Monday, September 2
  · College closed for Labor Day
  · The DE Testing Center in Martin Hall will be closed Sunday, September 1.
  · If you need to submit assignments over the weekend, please do so at the NRV Mall site on Saturday, August 31, 9 am - 1 pm, or use the DE Assignment Drop Box located at the main campus Security Office.

Proctor Request Form Due (if applicable) .............................................. Friday, September 6

Last day to drop with full refund ........................................................................... Tuesday, September 10

Faculty Research (No Day/Evening Classes) .................. Wednesday-Friday, October 16-18
  · Testing Centers Open Only 8 am-5 pm.............. Wednesday-Friday, October 16-18

Last day to drop and receive “W” grade .............................................................. Wednesday, October 30

Faculty In-Service/Thanksgiving Break ......................... Monday-Friday, November 25-29
  · No Day/Evening Classes........................................... November 25-29
  · Testing Centers Open Only 8 am – 5 pm ................. November 25-26
  · Testing Centers Open Only 8 am – 12 Noon................... November 27
  · Testing Centers Closed ........................................ November 28-December 1

Spring Registration Begins .......................................................... Tuesday, December 3

Classes End ................................................................................................. Friday, December 13

Last day to submit DE assignments/tests ........................................... Monday, December 16

DE Media Due ............................................................................................. Thursday, December 19

ESSENTIAL PHONE NUMBERS

NRCC Main Number ............................................................................................... 540-674-3600
NRV Mall Site ....................................................................................................... 540-674-3610 and 540-674-3620
NRCC Toll Free .................................................................................................. 1-866-462-6722
Distance Education Office ........................................................... 540-674-3614
Blackboard Technical Help ............................................................................... 540-674-3614
College Bookstore .............................................................................................. 540-674-3638

For bookstore operational hours and other information: www.nr.edu/bookstore
Hello, my name is Karen Kegley and I am pleased to be your instructor for Public Speaking. You have enrolled in a challenging course with a centuries old background in theory and application!

But you may be thinking, “Why study speech making?” Indeed, why study it in a classroom? After all, you have been communicating orally with others for all but the first months of your life. And you probably already have several basic oral communication skills at your disposal. Yet, there are several important reasons to study formally the communication process and the skills which comprise it.

1. Much of our communicative behavior occurs “out of awareness”; learning to make conscious communicative decisions increases your effectiveness.

2. A speech classroom is a laboratory, and hence an ideal place for personal communicative experimentation.

3. Studying public speaking not only allows you to increase your repertoire of public speaking skills, but also makes you a more perceptive consumer of oral messages.

4. Studying public speaking will assist you to exercise skills in critical thinking, composition, and in the delivery of a message - all vital in today’s workplace.

In short, the formal study of public speaking will assist you in empowerment and employment.

The materials in this package will assist you in reaching your goals toward becoming a more effective public speaker. This package contains pertinent information regarding the course - so please read everything carefully. Although this is a DE based course, the laboratory nature of the class requires that you be present on campus four times in order to present your speeches. You must be able to demonstrate proficiency in performance before a live audience. After all, this is a course in public speaking!

If you have any questions, please feel free to contact me by telephone or by email. My office door is always open for those students who need assistance, so please feel free to stop by during office hours. If my office hours are inconvenient, you may always set up an appointment.

Sincerely yours,

Karen Kegley
I. COURSE INFORMATION

Prepared By: Communication Studies and Theater Faculty
Approved By: Dr. Janice Shelton

Reviewed By: ____________________________

A. INTRODUCTION

This is a Distance Education course designed specifically for those students whose learning styles are best served by providing instructional opportunities beyond the traditional classroom setting.

The main objectives of CST 100 are to help the student:

1. To analyze the complexity of the communication process
2. To recognize the choices facing the public communicator
3. To implement a methodology in preparing for public speaking

B. Learning Outcomes

Upon the successful completion of this course, the student will be able to:

- identify and implement techniques to reduce self-consciousness and physical tension when speaking
- analyze the communication process as it pertains to public speaking
- develop good listening habits in a wide variety of speech situations
- analyze and implement the techniques of effective speech preparation and presentation
- analyze the complexities and expectations of diverse audiences
- analyze various audiences and speech occasions
- recognize the ethical choices and responsibilities facing the public speaker
- develop and demonstrate speech making skills for a variety of speech situations, using extemporaneous delivery
- demonstrate proficiency in outlining, composing and research skills
- demonstrate proficiency in verbal and nonverbal skills necessary for public speaking
- apply the ethical use of language
- use critical thinking to evaluate and integrate qualitative and/or quantitative evidence in a variety of speech applications.

C. EVALUATION

Participation in required on-campus class meetings, Introductory Letter and homework assignments 10%
Introduction Speech 10%
Informative Speech 20%
Persuasive Speech 20%
Special Occasion Speech 15%
Examinations (Midterm and Final) 25%
**Grading Scale**

90 - 100 = A  
79 - 89  = B  
68 - 78  = C  
57 - 67  = D  
0 - 56   = F

**Grading Policy**

The grade of any speech given later than the assigned date will be dropped one letter grade unless the absence is excused. If time allows, students should be prepared to present their late speeches during the next on-campus meeting after the speeches scheduled for that session. See VII. Speech Evaluation Forms for the criteria used to grade speeches.

Tests may be taken in DE Testing Center in Martin Hall, at the NRV Mall Site, or through an approved proctor if you live outside the region or have a documented disability. Please check II. Course Schedule in this packet and take the tests on or before the scheduled dates to remain on track for successful completion of this course.

Graded speeches, homework assignments and tests will be returned to the student's folder in the DE Testing Center or at the NRV Mall Site depending on where the student requested it be housed. Scantrons for tests must remain in the folder but other work may be removed. Students can contact their instructor through a variety of avenues: phone, voice mail, E-mail, mail, face-to-face during office hours or by appointment. For CST 100 sections 30 and 31, notification that homework and exams have been graded will be transmitted using email. Messages will be delivered using VCCS email accounts. Notification that speeches have been graded will be transmitted using VCCS email. **Students are expected to pick up their speeches and homework assignments.**

**D. ASSIGNMENT SUBMISSION  (How to Turn in Your Homework)**

Assignments can be submitted using any of the following options:

<table>
<thead>
<tr>
<th>In Person</th>
<th>DE Testing Center on the main campus or at the NRV Mall site</th>
</tr>
</thead>
</table>
| Mailed    | New River Community College  
Attn: DE Testing Center - CST 100-30, 31  
P.O. Box 1127  
Dublin, VA  24084 |
| Faxed     | 540-674-3643 |
| E-mailed  | kkegley@nr.edu |

You will complete a Test/Assignment Receipt when delivering submissions in person. You will receive a copy of the completed receipt. Testing Center staff will complete a Test/Assignment Receipt for mailed or faxed submissions and your copy of the receipt will be placed in your student folder. You may pick up the Test/Assignment Receipt from the testing center where your student folder is located. Contact your instructor for a confirmation of your emailed submissions. Keep the confirmation as your receipt until the end of the semester.
If you fax your work to the Testing Center, please make sure to include a phone number in case the Testing Center staff needs to contact you regarding your fax. It is helpful if you will also include the total number of pages (including cover sheet) that you are faxing.

If the College should be closed due to inclement weather on a date that tests or assignments are due, then the tests/assignments will be due on the next FULL day the College is open. Check the first page of this course plan for Testing Center hours at both the main campus and NRV Mall site.

E. **WITHDRAWAL POLICY**

**Student Initiated Withdrawal Policy**
A student may drop or withdraw from a class without academic penalty during the first sixty percent (60%) of a session. For purposes of enrollment reporting, the following procedures apply:

a. If a student withdraws from a class prior to the termination of the add/drop period for the session, the student will be removed from the class roll and no grade will be awarded.

b. After the add/drop period, but prior to completion of sixty percent (60%) of a session, a student who withdraws or is withdrawn from a course will be assigned a grade of "W." A grade of "W" implies that the student was making satisfactory progress in the class at the time of withdrawal, that the withdrawal was officially made before the deadline published in the college calendar, or that the student was administratively transferred to a different program.

c. After that time, if a student withdraws from a class, a grade of "F" will be assigned. Exceptions to this policy may be made under documented mitigating circumstances if the student was passing the course at the last date of attendance.

A retroactive grade of “W” may be awarded only if the student would have been eligible under the previously stated policy to receive a “W” on the last date of class attendance. The last date of attendance for a distance education course will be the last date that work was submitted.

Late withdrawal appeals will be reviewed and a decision made by the Director of Student Services.

**Instructor Initiated Withdrawal**
Students who have not attended class or picked up/accessed distance learning materials by the last day to drop the class and receive a refund must be withdrawn by the instructor during the following week. No refund will be applicable. **You must start and remain active in this course to stay enrolled.**

Students who are withdrawn because they did not start the course by the last day to drop the class and receive a refund may ask to be reinstated. If reinstatement is granted, the student must start the course within two weeks of the reinstatement date. If the student fails to do so then the withdrawal will become permanent.

Students who fail to remain active in the course will be withdrawn. Homework assignments must be submitted on a timely basis. Any student remaining inactive will be withdrawn from the course. Any student withdrawn for inactivity may ask to be reinstated. **Reinstatement will be**
granted after the submission of all late homework within one week of the reinstatement request.

Regular attendance in on-campus class meetings is required. The instructor will maintain an attendance record and will enforce the following Instructor Initiated Withdrawal Policy. Each student will be given (2) two absences from the four required class meetings. These absences should be used wisely and reserved for emergencies. If a student is absent from (3) three of the required four class meetings, the student will be withdrawn from the course by the instructor. A Faculty Withdrawal Form will be completed and submitted to the Admissions and Records Office. A grade of “W” will be recorded during the first sixty percent (60%) period of the course. Students withdrawn after the sixty percent (60%) period will receive a grade of “F” except under mitigating circumstances, which must be documented. A copy of this documentation must be placed in the student’s academic file.

There will be no reinstatement granted for any student who misses three of the four required on-campus class meetings.

The student will be notified of the withdrawal by the Admissions and Records Office.

**No-Show Policy**
A student must either attend face-to-face courses or demonstrate participation in distance learning courses by the last date to drop for a refund. A student who does not meet this deadline will be reported to the Admissions and Records Office and will be withdrawn as a no-show student. No refund will be applicable, and the student will not be allowed to attend/participate in the class or submit assignments. Failure to attend or participate in a course will adversely impact a student’s financial aid award.

**F. DIVERSITY STATEMENT**

The NRCC community values the pluralistic nature of our society. We recognize diversity including, but not limited to, race, ethnicity, religion, culture, social class, age, gender, sexual orientation and physical or mental capability. We respect the variety of ideas, experiences and practices that such diversity entails. It is our commitment to ensure equal opportunity and to sustain a climate of civility for all who work or study at NRCC or who otherwise participate in the life of the college.

New River Community College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Mark C. Rowh, Vice President for Workforce Development and External Relations, 217 Edwards Hall, 540-674-3600, ext. 4241.

**G. DISABILITY STATEMENT**

If you are a student with a documented disability who will require accommodations in this course, please register with the Disability Services Office located in the Counseling Center in Rooker Hall for assistance in developing a plan to address your academic needs.
II. COURSE SCHEDULE

The Distance Education Program is designed for students to adapt the course requirements to individual schedules taking into consideration any penalties resulting from missed deadlines. Your course has deadlines with penalties listed below. Also listed below is the schedule of dates and work to be completed for this course. Please take note of any work that must be completed prior to the withdrawal date and any penalty deadlines that may be listed below.

<table>
<thead>
<tr>
<th>DEADLINE for section 30</th>
<th>DEADLINE for section 31</th>
<th>ASSIGNMENTS/TYPES OF SPEECHES</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you are mailing the course assignments, be sure they arrive to campus by the corresponding due dates. This includes tests being proctored.</td>
<td></td>
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<tr>
<td>September 9</td>
<td>September 9</td>
<td>Introductory Letter</td>
<td>Dropped one letter grade for all assignments submitted late.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework exercises # 1, 2 , 3, 4</td>
<td></td>
</tr>
<tr>
<td>September 10</td>
<td>September 11</td>
<td>Introduction Speech</td>
<td>Dropped one letter grade for all assignments submitted late.</td>
</tr>
<tr>
<td>September 16</td>
<td>September 16</td>
<td>Homework exercises #5 and 6</td>
<td>Dropped one letter grade for all assignments submitted late.</td>
</tr>
<tr>
<td>September 23</td>
<td>September 23</td>
<td>Homework exercises # 7 and 8</td>
<td>Dropped one letter grade for all assignments submitted late.</td>
</tr>
<tr>
<td>September 30</td>
<td>September 30</td>
<td>Homework exercises # 9 - 11</td>
<td>Dropped one letter grade for all assignments submitted late.</td>
</tr>
<tr>
<td>October 14</td>
<td>October 14</td>
<td>Homework exercises # 12 - 15</td>
<td>Dropped one letter grade for all assignments submitted late.</td>
</tr>
<tr>
<td>October 21</td>
<td>October 21</td>
<td>Midterm Exam</td>
<td>Dropped one letter grade for all assignments submitted late.</td>
</tr>
<tr>
<td>October 22</td>
<td>October 23</td>
<td>Informative Speech</td>
<td>Dropped one letter grade for all assignments submitted late.</td>
</tr>
<tr>
<td>November 4</td>
<td>November 4</td>
<td>Homework exercise # 16 and 17</td>
<td>Dropped one letter grade for all assignments submitted late.</td>
</tr>
<tr>
<td><strong>DEADLINE for section 30</strong></td>
<td><strong>DEADLINE for section 31</strong></td>
<td><strong>ASSIGNMENTS/TYPES OF SPEECHES</strong></td>
<td><strong>PENALTY</strong></td>
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<tr>
<td>November 5</td>
<td>November 6</td>
<td>Persuasive Speech</td>
<td>Dropped one letter grade for all assignments submitted late.</td>
</tr>
<tr>
<td>November 18</td>
<td>November 18</td>
<td>Homework exercise #18</td>
<td>Dropped one letter grade for all assignments submitted late.</td>
</tr>
<tr>
<td>November 19</td>
<td>November 20</td>
<td>Special Occasion Speech</td>
<td>Dropped one letter grade for all assignments submitted late.</td>
</tr>
<tr>
<td>December 16</td>
<td>December 16</td>
<td>Final Exam</td>
<td>The final must be taken by December 16. It will not be available after this date.</td>
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</tbody>
</table>

If you are mailing the course assignments, be sure they arrive to campus by the corresponding due dates. This includes tests being proctored.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>ASSIGNMENT</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>WEEK</strong></td>
</tr>
</tbody>
</table>
|             | WEEKS 1 & 2 | Aug 26 – Sept 9  
*If Applicable: Proctor Request Form due to DE Office by Friday, September 6.* | Review this course packet and *The Student’s Guide to Distance Education.*  
Complete the Introductory Letter and assignments (see **III. Course Assignments** of this course packet).  
Read:  
Chapter 1 – “Speaking in Public”  
Chapter 2 – “Ethics and Public Speaking”  
Chapter 3 – “Listening”  
Chapter 4 – “Giving Your First Speech”  
Submit:  
Letter of Introduction **Due September 9**  
Homework exercises #1 – 4 **September 9**  
*(The Homework Exercises begin on page 47 of this course plan.)*  
Reminder:  
* · Labor Day Holiday – College Closed, Monday, September 2  
 · The DE Testing Center in Martin Hall will be closed Sunday, September 1.  
 · If you need to submit assignments over the weekend, please do so at the NRV Mall site on Saturday, August 31, 9 am - 1 pm, or use the DE Assignment Drop Box located at the main campus Security Office.* |
|             | Week 3 | Sept 10 - 16 | Read:  
Chapter 5 – “Selecting a Topic and Purpose”  
Chapter 6 – “Analyzing the Audience”  
Submit:  
Homework exercises # 5 - 6 **Due September 16**  
**Speech #1: The Introduction Speech**  
Section 30 – September 10, 6:00 – 10:00 PM Godbey 165  
Section 31 – September 11, 6:00 – 10:00 PM Godbey 165  
See **III. Course Assignments, C. Speech Assignments** for details. |
|             | Week 4 | Sept 17 - 23 | Read:  
Chapter 7 – “Gathering Materials”  
Chapter 8 – “Supporting Your Ideas”  
Submit:  
Homework exercises - # 7 - 8 **Due September 23** |
<table>
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<tr>
<th>WEEK</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td><strong>Week 5</strong></td>
<td>You must begin and remain active in this course to stay enrolled.</td>
</tr>
<tr>
<td><strong>Sept 24 – 30</strong></td>
<td><strong>Read:</strong> Chapter 9 – “Organizing the Body of the Speech”  \ Chapter 10 – “Beginning and Ending the Speech”  \ Chapter 11 – “Outlining the Speech”  \ <strong>Submit:</strong> Homework exercises - # 9 - 11  <strong>Due September 30</strong></td>
</tr>
</tbody>
</table>
| **Weeks 6 - 7** | **Read:** Chapter 12 – “Using Language”  \ Chapter 13 – “Delivery”  \ Chapter 14 – “Using Visual Aids”  \ Chapter 15 – “Speaking to Inform”  \ **Submit:** Homework exercises - # 12 - 15  **Due October 14**  \ **Reminder:**  
  - Faculty Research Days, October 15 - 18  
  - Testing Centers open only 8 am – 5 pm |
| **Week 8** | **Take Midterm Examination by October 21**  \ **Reminder:**  
  - Faculty Research Days, October 16-18  
  - Testing Centers open only 8 am – 5 pm |
| **Oct 22 - 28** | **Speech #2: The Informative Speech**  
  **Section 30 – October 22, 6:00 PM - 10:00 PM, Godbey 165**  \ **Section 31 – October 23, 6:00 PM - 10:00 PM, Godbey 165**  \ See III. Course Assignments, C. **Speech Assignments** |
| **Week 10** | **Read:** Chapter 16 – “Speaking to Persuade”  \ Chapter 17 – "Methods of Persuasion"  \ **Submit:** Homework exercises - #16 - 17  **Due November 4** |
| **Oct 29 – Nov 4** | **Speech #3: The Persuasive Speech**  
  **Section 30 – November 5, 6:00 PM - 10:00 PM, Godbey 165**  \ **Section 31 – November 6, 6:00 PM - 10:00 PM, Godbey 165**  \ See III. Course Assignments; C. **Speech Assignments** for details. |
| **Week 11** | **Read:** Chapter 18 – “Speaking on Special Occasions**  \ **Submit:** Homework exercises - #18  **Due November 18** |
You must begin and remain active in this course to stay enrolled.

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<tr>
<th>WEEK</th>
<th>ASSIGNMENT</th>
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</table>
| **Weeks 13 -14**<br>Nov 19 – Dec 2 | **Speech #4  The Special Occasion Speech**  
Section 30 – November 19, 6:00 PM – 10:00 PM, Godbey 165  
Section 31 – November 20, 6:00 PM – 10:00 PM Godbey 165  
See III. Course Assignments, C. Speech Assignments  
**Reminder:**  
• Faculty In-Service, Monday-Wednesday, November 25-27  
• Testing Centers open only 8 am – 5 pm, November 25-26  
• Testing Centers open only 8 am – 12 noon, November 27  
• Thanksgiving Break, Thursday-Friday, November 28-29  
• Testing Centers closed November 28-December 1 |
| **Weeks 15 - 16**<br>Dec 3 - 16 | **Study for Final Exam**  
Take Final Examination by December 16.  
**NO WORK WILL BE ACCEPTED AFTER DECEMBER 16.** |
III. COURSE ASSIGNMENTS

A. INTRODUCTORY LETTER

The purpose of the Introductory Letter is to introduce yourself to the instructor so that she will know you individually. The letter should include the following:

• A cover sheet with the following information:
  - Name
  - Student ID Number
  - Attn: CST 100-30 or 31
  - Introductory Letter

• Your background (if you are a full-time student, your program year; if you work, the kind of work you do).

• Career plans or goals that relate to this course, if any.

• Why you enrolled in this course, and what you hope to accomplish with it.

• Two to three paragraphs identifying and summarizing the following class policies:
  1. Withdrawal policy
  2. Attendance policy
  3. Tardiness policy
  4. Late speech policy
  5. Speech Composition and Delivery policy
  6. Classroom Conduct policy
  7. Dress requirements for presentations

This letter should be typed, adhere to the use of standard English with correct grammar, punctuation and spelling. The Introductory Letter will be graded and included in the student’s class participation grade.

Email the letter to jmallen@nr.edu or deliver to either DE Testing Center.
C. SPEECH ASSIGNMENTS

SPEECH #1 – THE INTRODUCTION SPEECH
Section 30 – September 10; 6:00 - 10:00 p.m. (Godbey 165)
Section 31 – September 11; 6:00 - 10:00 p.m. (Godbey 165)

The Introductory speech is a three to five minute presentation with brief notes that occupy no more than one side of one to three index cards. Feedback will be provided from the instructor on a critique form for each individual. A preparation outline is not required to be submitted for this assignment.

Individuals may begin the presentation by telling their name, home town, year in school, academic major, etc. Each individual must select an object that represents a significant aspect of their background, personality, values, ambitions, etc. Using the chosen object as a point of departure, each student should develop a speech that explains how it relates to her or his life.
(For example, a journalism major might select a newspaper as a way to explain future professional goals. An avid tennis player might settle on a tennis racket to illustrate his or her passion about the sport.)

If possible, speakers should bring the object of their speech to class on the presentation day. If this is not possible because the object is too large, too rare, too valuable, another life form, or violates State or Federal laws the student is encouraged to 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 for the speaker to introduce herself or himself to the class.

Speech #2: THE INFORMATIVE SPEECH
Section 30 – October 22; 6:00 - 10:00 p.m. (Godbey 165)
Section 31 – October 23; 6:00 - 10:00 p.m. (Godbey 165)

The time limit is 5 - 7 minutes for options A and B

Option A: A process speech.
A complete preparation outline must be submitted, but the speech itself should be delivered from a brief speaking outline written on note cards. The speaker must incorporate the use of at least one visual aid in the speech

The speech may be a physical demonstration of a craft, art, trade or skill.

Please note that a college student should not seek to inform their audience about topics such as “How to Make a Paper Airplane” or “How to Make a Peanut Butter and Jelly Sandwich.” Trivial topics do not meet the expectations of this assignment and will be graded accordingly.
The following objects are prohibited from use in the classroom:
- no firearms or other forms of weaponry
- no caustic chemicals, vapor producing agents or solvents
- no explosives or explosive devices
- no alcohol or controlled substances
- no invasive procedures
- no machines/tools requiring the need for class-wide safety equipment
- no other life forms than those registered for the class

Please note that only certain objects have been prohibited, not the topic itself.

All demonstrations will be given in the classroom.

Option B:

A speech to inform the audience about a particular object, location, animal, individual, noteworthy event in history or concept.

Please Note!

You are strongly encouraged to be imaginative when composing this speech. As in any informative speech, you need to explain ideas clearly and to think about ways to relate the topic to your audience!

The use of at least one visual is required. You are encouraged to be creative in selecting visual supports for this speech and conscientious in following guidelines for their use. A complete preparation outline must be submitted and the speech is to be given extemporaneously.

Basic research requirements: Two separate sources with sources cited within the text of the speech, with parenthetical references (or endnotes or footnotes) and with a works cited page. (Read Part X. Helpful Hints for Documentation)

* Any presentation reaching eight minutes will be called for time. (“Thank you”) The speaker will lose points for any aspects of the speech not covered due to being called for time.

**PERSUASIVE SPEECH**
**Section 30 – November 5; 6:00 - 10:00 p.m. (Godbey 165)**
**Section 31 – November 6; 6:00 - 10:00 p.m. (Godbey 165)**

Option A: A speech of 7-8 minutes designed to persuade the audience on either a Question of Fact or a Question of Value. A complete preparation outline must be submitted. Delivery of the speech is to be from a brief outline written on note cards. The speaker must incorporate the use of at least one visual support. This speech will require research and skillful handling of the methods of persuasion. Individuals who speak on Questions of Fact will need to give special attention to evidence and reasoning. Those who speak on Questions of Value must be sure to identify their standards for judgment and to justify their value in light of these standards.
**Option B:** A speech of 7 - 8 minutes designed to persuade for or against a Question of Policy. Speakers may seek either passive agreement or immediate action from the audience, the latter being encouraged as long as there is an appropriate action for the audience to take. In either case, speakers should be sure to deal with all three basic issues of policy speeches - need, plan and practicality. A complete preparation outline must be submitted. Delivery of the speech is to be from a brief outline written on note cards. The speaker must incorporate the use of at least one visual support. This speech will require research and a skillful use of the methods of persuasion. Special emphasis should be given to evidence and reasoning.

Basic research requirements for both options: Three separate sources with sources cited within the text of the speech, with parenthetical references (or endnotes or footnotes) and with a works cited page. *(Read Part X. Helpful Hints for Documentation)*

**Special Note:** Any speech reaching 9 minutes will be called for time and the presentation will stop at that point. The speaker will lose points for any aspects of the speech not covered due to being called for time.

**SPECIAL OCCASION SPEECH**

Section 30 – November 19; 6:00 - 10:00 p.m. (Godbey 165)
Section 31 – November 20; 6:00 - 10:00 p.m. (Godbey 165)

A speech of determined from the following list:

- A Speech of Introduction 3 – 4 minutes
- A Speech of Presentation 3 – 4 minutes
- A Speech of Acceptance 3 – 4 minutes
- A Commemorative Speech 4 – 5 minutes

A complete preparation outline must be submitted and the delivery of the speech is to be from a brief speaking outline on note cards.

Students may not deliver a toast, roast, commencement address or a comedy routine (stand-up comedy). Any student delivering one of these speeches will receive a grade of zero for this assignment.

**Special Note:** Any speech reaching 7 minutes will be called for time and the presentation will stop at that point. The speaker will lose points for any aspects of the speech not covered due to being called for time.
IV. CRITERIA FOR GRADING SPEECHES

Note: See VII. Speech Evaluation Forms for the criteria used to grade speeches.

TO RECEIVE AN A ON YOUR SPEECHES YOU MUST MEET THE FOLLOWING STANDARDS:

1. Satisfy all requirements for a B speech.
2. Demonstrate imagination and creativity in topic selection and development.
3. Develop and sustain strong bonds of identification among the speaker, audience, and topic.
4. Consistently adapt information and supporting materials to the experiential world of your audience.
5. Reflect an even greater depth of research. (For example, if five references are required for a B, the A speech must have seven references.)
6. Demonstrate artful use of language and stylistic techniques.

TO RECEIVE A B ON YOUR SPEECHES YOU MUST MEET THE FOLLOWING STANDARDS:

1. Satisfy all the requirements for a C speech.
2. Select a challenging topic and adapt it appropriately to your audience.
3. Reflect a greater depth of research. (For example, if three references are required for a C, the B speech must have five references.)
4. Clearly identify sources of information and ideas.
5. Create and sustain attention throughout the speech.
6. Make effective use of transitions, previews, and summaries.
7. Use good oral style/technique.
8. Present your speech with poise.

TO RECEIVE A C ON YOUR SPEECHES, YOU MUST MEET THE FOLLOWING STANDARDS:

1. The speech must be original.
2. The type of speech presented must be appropriate to the assignment.
3. The topic must be sufficiently focused and appropriate for the audience.
4. The speech must fit the time requirements of the assignment.
5. Main ideas must be supported with facts and figures, appropriate testimony, examples, or narratives.
6. The speech must have a clear sense of purpose.
7. The speech must have a clearly identifiable and appropriate design, complete with an introduction and conclusion.
8. The speech must be presented extemporaneously.
9. The speech must satisfy any specific requirements of the assignment, such as number of references, formal outline, or use of visual supports.
10. The speaker must use language correctly.
A D SPEECH DOES NOT MEET ONE OR MORE OF THE STANDARDS FOR A C SPEECH OR

1. It is obviously unprepared.
2. It is based entirely on biased information or unsupported opinions.

AN F SPEECH DOES NOT MEET THREE OR MORE OF THE STANDARDS OF A C SPEECH, REFLECTS EITHER OF THE PROBLEMS ASSOCIATED WITH A D SPEECH, OR

1. It uses fabricated supporting material.
2. It deliberately distorts evidence.
3. It is plagiarized.
V. CLASS POLICIES

Attendance

Attendance is paramount in earning a good grade in any course, but more so in a performance oriented class such as public speaking which includes presentations and discussions. Since class participation activities comprise 10% of the final grade, absences will necessarily affect the grade of the student regardless of the reason for the absence. The instructor will maintain an attendance record and will enforce the Instructor Initiated Withdrawal Policy. Students enrolled in CST 100-30 and 31 DE are REQUIRED to meet on campus four times in order to publicly present speeches.

MISSING A CLASS DOES NOT EXEMPT ANY STUDENT FROM THE REQUIREMENT OF DELIVERING THE SPEECH ASSIGNED FOR THAT EVENING. PLEASE NOTE THAT EACH SPEECH IS WEIGHTED IN A PARTICULAR PERCENTAGE WHICH WILL BE USED TO EVALUATE THE FINAL COURSE GRADE.

If a student is absent from three (3) of the required four class meetings, the student will be withdrawn by the instructor. A Faculty Withdrawal form will be completed and submitted to the Admissions and Records Office. A grade of “W” will be recorded during the first sixty percent (60%) period will receive a grade of “F” except under mitigating circumstances, which must be documented. A copy of this documentation must be placed in the student’s academic file. The student will be notified of the withdrawal by the Admissions and Records Office. No reinstatement will be granted to a student who misses three classes.

All students begin the course with an attendance grade of 100. Each unexcused absence will deduct 25 points from the attendance grade. Once again, please note that if a student is absent from three (3) of the required four (4) class meetings, the student will be withdrawn from the course. Please be advised that two (2) tardies or two (2) early departures will equal one absence. It works the same if a student arrives late and leaves early on the same evening – both together will equal one absence.

Students who are enrolled in CST 100-30 must attend the Tuesday evening class meetings. Students who are enrolled in CST 100-31 must attend the Wednesday evening class meetings. Students will not be allowed to switch back and forth between class meetings.

Students who have not attended class or accessed distance learning materials by the last day to drop the class and receive a refund must be withdrawn by the instructor during the following week. No refund will be applicable. You must start and remain active in this course to stay enrolled.

Students who are withdrawn because they did not start the course by the last day to drop the class and receive a refund may ask to be reinstated. If reinstatement is granted, the student must start the course within two weeks of the reinstatement date. If the student fails to do so then the withdrawal will become permanent.

Students who fail to remain active in the course will be withdrawn. Homework assignments must be submitted in a timely manner. Any student remaining inactive will be withdrawn from the course. Any student withdrawn for inactiivity may ask to be reinstated. Reinstatement will be granted after the submission of all late homework within one week of the reinstatement request.

Students are advised to use consideration when registering for classes. For example, a student who
is enrolled in another Tuesday evening class cannot attend the class meeting for CST 100-30 which meets on Tuesdays – no one can be in two places at the same time. Students are not allowed to come into class, deliver their speech and then depart to hurry back to another class. Students must take into consideration that if they are enrolled in a class dismissing after the beginning of the speech class that they will be counted as tardy upon their arrival.

**Homework**

Homework must be submitted by the due date for each assignment. Work submitted after the due date will receive a ten point penalty. No homework will be accepted seven days after the assigned due date.

There is no extra credit offered for any assignment in CST 100 sections 30 and 31.

**Tardiness Policy**

The classroom environment is disturbed when students come to class late and/or leave early. Emergencies do occur causing occasional lateness. Most tardy students, however, simply come late as a habit. Be on time to class. Class is to be started and ended on time unless there are extenuating circumstances. (Tardiness is defined as arrival to class after the student’s name is called for roll.) Please keep in mind the following when it is necessary to arrive late as the result of an emergency.

1. Enter the classroom in as quiet and inconspicuous manner as possible and to take an empty seat closest to the door.

2. **Do not enter the room if another student is delivering a speech.** Please wait until the presentation is concluded before entering the room.

3. The responsibility for seeing the instructor after class to insure that the tardy is not permanently recorded as an absence rests with the student.

4. Please be advised that two (2) tardies will be counted as one absence.

5. Please be advised that any student arriving to class after 7:00 PM without prior approval from the instructor will be counted as absent and no speech(es) will be delivered.

6. All students are expected to remain for the duration of the class. Please be advised that two early departures will be counted as one absence.

**Excused Absences**

Excused absences are normally those caused by the following: death or birth in the immediate family (“Immediate family” is defined as a spouse, child, parents, grandparents, brother or sister) illness or accident requiring medical attention (both are determined to require a visit to a physician) and certain legal obligations. Court appearances as a result of traffic violations or criminal actions are not excused. Documentation of the cause of the absence must be presented within one week in order for the absence to be considered excused. If events do not warrant the excuse to be accepted then the 10% penalty will apply.

**Late Speeches**

The grade of any presentation given later than the assigned date will be dropped one letter grade (10%) unless the absence is excused. The student should be prepared to give his/her presentation
during the next class meeting. The student will deliver his/her presentation after the speeches assigned for that class meeting have been delivered.

**Speech Composition and Delivery**

Upon giving your speech, please submit the following:

1. A complete preparation outline. The term complete refers to having an appropriate heading, each part of the speech being labeled, appropriate outline notation/indentation, only one sentence per letter or number, and each unit of the outline being exhausted using complete sentences. Your outline should adhere to the use of standard English with correct grammar, punctuation and spelling. Although it is not required for the outline to be typed, it should be legible. **No manuscripts will be accepted.**

2. The complete preparation outline is due when you deliver your speech. Excuses of crashed computers, broken printers, etc. are not accepted. Prepare your work well in advance of class and be ready to turn in the outline.

See VIII. Sample Informative Speech for guidelines in composition format.

3. Note cards. All speeches must be given from note cards. Students will not be allowed to use their outlines to deliver their speeches. Note cards must be written in key word or phrase form only. A phrase is defined as “a group of words, not a full sentence or clause, conveying a single thought.” *(Webster’s New World Dictionary)* Students are allowed to write notes to themselves in regard to performance on the cards (i.e. “Slow down,” “Distribute handouts,” etc.) and direct quotes may be written verbatim. Citations may be written on the note cards as well. **Please be advised:** If you write the speech in complete sentence form on note cards, or use power point slides containing complete sentences, a ten point deduction will be taken from the speech grade.

4. **All speeches must be delivered in class before any grade is assigned. There will be no partial credit given for outlines submitted instead of delivering the speech. You must present the speech before a grade is assigned.**

5. There is no extra credit work in CST 100 sections 30 and 31.

**Classroom Conduct**

As an expression of courtesy to the audience - no speaker will be allowed to chew gum, use tobacco products (chewing tobacco or snuff), or wear a hat while delivering a speech.

No student will be allowed to substitute a videotaped presentation in place of the required in-class performance. All students are required to demonstrate proficiency in a live, face-to-face, public performance. No speeches may be delivered in the professor’s office, via telephone, voice over IP, or video content delivered by the internet, etc.

An orderly classroom environment is important to teaching and learning. Students who disturb that environment by, among other things, talking and whispering to, texting, making motions to, fellow students during class meetings distract other students. Such inconsiderate behavior will not be tolerated. Persistent problem students will not be permitted to remain and will be dismissed from the class meeting. To be readmitted, the student must apologize to the class.

In order not to interrupt speeches, students with cellular telephones or personal paging devices are asked to make alternate communication arrangements during class.
Personal Appearance

New River Community College does not have a dress code for students but many professional organizations and businesses do. Because CST 100 Public Speaking is designed to prepare students for public speaking in a wide variety of situations, including professional ones, students are required to dress accordingly. Personal appearance is important because people often judge the overall competency of others based, in part, on attire (fair or not, this happens every day). Such initial assessments are typically formed quickly and are difficult to change. Students are advised to keep these considerations in mind as they prepare for their speech. **In short, student attire is requested to be more formal than everyday clothing.** Attire should reflect a sense of professionalism. Students are advised that professional attire does not include hats, tee-shirts (especially those with writing and/or pictures), sweatshirts, jeans, or any similar clothing. Professional attire does include dress pants, shirts and ties for men and dress slacks and skirts or dress slacks with blouses or sweaters, dresses, or similar types of outfits for women.
IV. TESTING AND PROCTOR REQUEST INFORMATION

[IMPORTANT: Proctor Request forms must be received in the Proctor Administrator’s office NO
LATER than Friday, September 6. Proctor requests will be processed in the order they arrive. Any
request received after the second week of classes requires instructor approval, and may result in
delayed mailing of tests.]

A. PROCTORED TESTING OPTIONS

Proctored assessments can be taken by a variety of methods.

- In the DE Testing Center located within the library, Martin Hall
- In the Testing Center located within the New River Valley Mall site
- With an approved test proctor for students who live outside the service region, or are
  physically disabled.
- With the instructor

If you are able to come to one of the Testing Centers, you do not need to fill out this form.
Please familiarize yourself with the testing procedures found in The Student’s Guide to Distance
Education available online at: http://www.nr.edu/de/pdf/stuguide.pdf. You will be responsible for
knowing these procedures.

B. PROCTORING SERVICES

- If you live in Floyd County, Giles County, Montgomery County, Pulaski County, or Radford City,
  you are considered within the service region and are expected to test at one of the two Testing
  Centers.
- If you are taking any classes on-campus (in Dublin or the NRV Mall) then you are considered
  within the service region and are expected to test at one of the two Testing Centers.
- If you live outside the service area or have a documented disability, you may request a
  proctor. (A Proctor is an individual who administers and monitors testing in an
  educational or professional setting.)

C. THE PROCTOR MUST BE:

- A testing center administrator, testing center staff member, or faculty member at a university or
  college or
- A professional test administrator at a professional testing center, such as an adult education
  center, technical college, or other appropriate official (e.g., public library) or
- An education officer on a military base

All proctors must be verifiable with their organization or institution and have a work related
email address.

D. THE PROCTOR CANNOT BE:

- Related to you
- Your co-worker
- Your immediate supervisor
- Your friend or a friend of your family
E. YOUR ASSESSMENTS:
  · Must be administered in the testing center or private faculty office area of a university, college, professional testing center or military base education office during normal business hours
  · Must not be administered in a private residence or private business. Must not be mailed to a private residence or private business.

F. PROCTOR REQUEST GUIDELINES
  · If you think you may be eligible for this service, please fill out and submit a Proctor Request form.
  · Proctor Request forms are available online at http://www.nr.edu/de/proctoring.php, or in your course material.
  · If your request is not approved, you will be notified in a timely fashion. If you have any questions about the proctoring process, contact the Proctor Administrator at 540-674-3600 ext. 4341.
  · Previous approval of a proctor does not guarantee ongoing services. NRCC reserves the right to reject a proctor request for any reason.

G. STUDENT REQUIREMENTS
  · Proctored students are responsible for abiding by assessment due dates and contacting their proctor to set up appointments for testing.
  · Assessments are mailed to approved proctors within a week of the request or as soon as they are made available by the instructor.
  · The purchase of Scantron forms, any fees for testing services and the return of assessments to NRCC (cost of fax, U.S. Mail or UPS) are the responsibility of the student.
  · Students should keep in touch with their designated proctor at the start of and throughout the semester to ensure that assessments are available prior to due dates.
  · If, for some reason, the proctor does not have tests on file, please contact the DE Office to inquire about their status. It is not the responsibility of the proctor to notify the DE Office if assessments have not been received.
  · If a student withdraws from a course that is proctored, the student is responsible for informing the proctor and the proctor administrator.
PROCTOR REQUEST FORM

Do not submit this form if you live in one of the following locations: Floyd County, Giles County, Montgomery County, Pulaski County, or Radford City unless you have a documented disability. Please plan to test through the NRCC New River Valley Mall Site Testing Center or the Dublin Testing Center located in Martin Hall.

IMPORTANT: This form should reach the DE Office no later than Friday, September 6. Please submit using the online link http://www.nr.edu/de/proctoring.php. If the Internet is not available, please mail or fax this form to:

New River Community College
Attention: Diane Viers
P.O. Box 1127
Dublin, VA 24084
Fax: 540-674-3626

PART I: STUDENT INFORMATION – PLEASE FILL OUT COMPLETELY AND PRINT LEGIBLY.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Course/Section#: (ex. BUS 200-3F)</td>
</tr>
<tr>
<td>Day Phone: (   )</td>
<td>Night Phone: (   )</td>
</tr>
<tr>
<td>VCCS E-mail:</td>
<td>Justification for Request:</td>
</tr>
</tbody>
</table>

PART II: PROCTOR INFORMATION - PLEASE FILL OUT COMPLETELY AND PRINT LEGIBLY

<table>
<thead>
<tr>
<th>Proctor Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title &amp; Place of Employment:</td>
</tr>
<tr>
<td>Complete TESTING SITE Mailing Address:</td>
</tr>
<tr>
<td>DO NOT USE Proctor's residential address</td>
</tr>
<tr>
<td>Office Phone: (   )</td>
</tr>
<tr>
<td>E-mail Address:</td>
</tr>
</tbody>
</table>

I agree to serve as the proctor for the student identified above. As proctor, I will receive, administer and return all assessments according to the directions provided me. I will certify that the student completed the assessment according to the directions provided. I have spoken with the student about any fees associated with testing (if applicable). I certify that I am not related to the student.

Signature ___________________________________________ Date __________________
VII. SPEECH EVALUATION FORMS

These forms are included in order for students to know the grading criteria. Students are not expected to bring these forms to class.
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# INFORMATIVE SPEECH EVALUATION FORM

<table>
<thead>
<tr>
<th>The Introduction</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gained attention and interest</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Related topic to audience</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Established credibility</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Previewed the body of the speech</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Body</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Main points clear</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Main points fully supported</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Organization well planned</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Language accurate and appropriate</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Connectives effective</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Conclusion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared audience for ending</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Reinforced central idea</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Delivery</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintained strong eye contact</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Articulation/pronunciation correct</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Used vocal variety for impact</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Posture/POise/Appearance</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Communicated enthusiasm</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Presentation of visual aids</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Outline</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline content</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Outline format</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
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# PERSUASIVE SPEECH EVALUATION FORM

**NAME** _______________________________  **DATE** ______________

**TOPIC** _______________________________  **SPEECH TIME** ______________

1 = poor 2 = adequate 3 = good 4 = very good 5 = excellent

<table>
<thead>
<tr>
<th>STRUCTURE AND ORGANIZATION</th>
<th>SPEECH DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aroused attention</td>
<td>Eye Contact</td>
</tr>
<tr>
<td>Message relevant to audience</td>
<td>Vocal Variety</td>
</tr>
<tr>
<td>Organization</td>
<td>Diction</td>
</tr>
<tr>
<td>Clarity of Persuasive Question</td>
<td>Enthusiasm</td>
</tr>
<tr>
<td>Evidence</td>
<td>Appearance</td>
</tr>
<tr>
<td>Logic &amp; Reasoning</td>
<td>Posture/Poise</td>
</tr>
<tr>
<td>Adaptation</td>
<td>Use of Notes</td>
</tr>
<tr>
<td>Credibility</td>
<td>Sources Cited</td>
</tr>
<tr>
<td>Outline format</td>
<td>Visual Support</td>
</tr>
<tr>
<td>Outline content</td>
<td>Language</td>
</tr>
</tbody>
</table>

**GENERAL COMMENTS:**
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# Special Occasion Speech Evaluation Form

**CST 100 Public Speaking**  

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Speech Time: ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: __________________________</td>
<td>Speech Grade: ________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 Excellent</th>
<th>4 Above Average</th>
<th>3 Average</th>
<th>2 Below Average</th>
<th>1 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction gained attention</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Subject introduced clearly</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Speech adapted to audience</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Topic dealt with creatively</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Main ideas easily followed</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Language clear, concrete</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Language vivid, colorful</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Language appropriate</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Maintained eye contact</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Extemporaneous and conversational</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Poised, confident presentation</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Articulated words clearly</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Used vocal variety to add impact</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Avoided distracting mannerisms</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Speech completed within time limit</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Met assignment</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Outline content</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Outline format</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

| **Overall Evaluation of the speech** | 5 | 4 | 3 | 2 | 1 |
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VIII. SAMPLE INFORMATIVE SPEECH

This sample is intended to help with both the structure and overall development of individual speeches.
Sample Informative Speech
CST 100 Public Speaking

Title: Memories to Cherish

General Purpose: to inform
Specific Purpose: to inform my audience about the three major steps in developing a scrapbook.
Central Idea: A scrapbook for your cherish photos can be a fun project for you and your family.
Rehearsal Time: 8 minutes and 35 seconds

The Introduction

I. It has been said that a picture is worth a thousand words, so why not take the time to create a fitting display for the cherished memories of your family?
   A. Good morning, my name is ____________________________.
      1. Today I am going to present something that will allow you to cherish all those special memories and moments throughout your life.

II. I am going to introduce you to the craft of making a photograph scrapbook
   A. First, you will learn what supplies are needed for your scrapbook.
   B. Second, you will learn how to manage your photographs.
   C. And finally, you will learn how to keep your scrapbook organized.

III. I have enthusiastically enjoyed this hobby for three years now and I am always searching for new scrapbook ideas.
   A. I have made scrapbooks for all of my children.
      1. They in turn are now making scrapbooks for their children.

IV. A scrapbook for your cherished photos can be a fun project for you and your family.

[Now let’s get ready to put together a scrapbook for all those cherished memories!]

The Body

[The three major steps in developing a scrapbook are to gather all of the supplies, organize all of the photos and keeping the overall process organized.]

I. The first major step in developing a scrapbook is gathering all of the supplies.
   A. Some of the supplies that are needed to develop the scrapbook are as follows:
      1. First of all, you will need to choose a scrapbook of your choice.
         a. You may choose a bound scrapbook or one that even has a spiral edge.
         b. Depending on what scrapbook you choose, the prices range from $7.00 to $30.00.
      2. Second, you will need the various types of scrapbook paper with the style and decorations of your choice. (Show samples)
         a. The paper may be used for the background of the scrapbook if you choose to do so.
         b. According to LeNae Gerig’s article Where Can I Buy These Things? From scrapbooking 101.net, the paper that is specifically used for scrapbooks can be found in any art or craft supply store such as Michael’s in Christiansburg or in your local Wal-Mart store. (scrapbooking101.net/articles)
      3. Next you will need glue, tape, or whatever you may choose to paste your paper and photographs into the scrapbook.
         a. I recommend a glue stick because it doesn’t show through the paper.
         b. My first scrapbook was a mess because the glue showed and ruined the book’s overall appearance.
4. Then you may want to use scissors that contain a unique shape to create borders to outline the scrapbook. [Show scissors]
a. I use the shaped scissors to cut pictures and give them a unique shape and the borders to paste along the outside of the page to add more interest.

II. The second major step in developing a scrapbook is organizing all of your photographs. [According to my in class survey, all of your photos are stored away somewhere and are organized.]
A. One of my main ways to organize the photographs is to start with the last roll of film that was developed, put it in a storage box and store the next ones behind it.
   1. For example, I use a small size shoe box to organize my photographs.
      a. I continue to stack my most recent photos on top of each other until I use them in a scrapbook.
B. Another task is to organize your photographs by getting them all into one place.
   1. A good tip for locating the photographs is to look in the attic, drawers, files, closets, old and new photo albums and frames around your home.
      a. The photos that are framed should be the ones that you try to use the most because they will be the first to fade and deteriorate.
   2. Another good place to look for photographs is by asking family members and friends who have photos that you would like copies of or ask for the negatives and make your own copies.

III. The third step in developing a scrapbook is keeping the entire process well organized.
A. The first major concept for maintaining an organized hobby in scrap booking is making a list of all the supplies and tools that you have to make a scrapbook.
   1. If you choose to maintain the supply list, it will help in letting you know when you run low on a supply item that is needed.
      a. I make a chart of the supplies that I have and change the number of quantity when it is used.
      b. I save the chart so that I can print new ones as needed.
      c. Every time I scrapbook, I refer to my list and update it.
      d. I take my list with me to the store to make sure I only buy items that are needed.
B. Another important concept for keeping the process organized is how to store supplies and scrapbooks as stated in Tracey Eller’s article Organizing Solutions for Your Scrapbook Stash discovered at scrapbooking.about.com (scrapbooking.about.com/library).
   1. If you become someone who is truly dedicated to scrap booking, you may want to consider investing in some type of shelving.
      a. I am dedicated but haven’t found the room for shelves!
   2. You can purchase small or large utility drawer units that are helpful in keeping everything organized.
      a. At home I have a large utility drawer unit that keeps all my supplies organized and safe.
      b. I use these small plastic containers to transport my supplies and scrapbooks on vacations or to any other place.
      c. Also, these small plastic containers are handy for those people who are just beginning in scrap booking or as a safety precaution for those with small children.
C. Finally, the one major concept for keeping organized is to avoid clutter by keeping supplies spaced out.
   1. During your scrap booking session, try to keep your paper in one area, borders in another and so on.
   2. Also, if you want to collect your scraps keep a designated box or bag for the scraps and place them there at the end of the scrap booking session.
3. Last, after you have completed the session, put away and store your supplies and scrapbooks in their designated places.

The Conclusion

[In conclusion, remember the following major concepts for the development of your scrapbook and your results will be both enjoyable and successful.]

I. I have presented to you the three major steps in developing a photo scrapbook.
   A. First, I presented to you the three major steps in developing a photo scrapbook.
   B. Second, I presented the importance of gathering the supplies needed.
   C. And finally, I presented the importance of keeping the process organized.

II. I hope that you now understand how a scrapbook for your cherished photos can be a fun project for you and your family.

III. Photographer Aaron Siskind once said, “Photography is a way of feeling, of touching, of loving. What you have caught on film is captured forever. . . .it remembers little things, long after you have forgotten everything.”
   A. Thank you for your kind attention.

Works Cited


IX. Examination Reviews

The format of the midterm exam and final exam will be as follows:

50 questions
True/False and Multiple Choice

You will need a scantron form for the exams.

The midterm and final examination may be taken at either the Dublin campus Distance Education testing center located in Martin Hall or at the NRV Mall site testing center. Please note the hours of operation for each testing center. Please be advised that neither testing center will administer an exam during their last hour of operation. These exams are not available online and will not be offered online.
MIDTERM EXAMINATION REVIEW
CST 100 PUBLIC SPEAKING

Chapter 1 – Speaking in Public

1. Know the value of a course in public speaking.
2. Know the long tradition of studying public speaking.
3. Identify the major similarities and differences between public speaking and everyday conversation.
4. Know why a certain amount of nervousness is normal—even desirable—for a public speaker.
5. Know the methods of controlling nervousness and of making it work for, rather than against, a speaker.
6. Identify the basic elements of the speech communication process.
7. Know how the cultural diversity of today’s world can influence public speaking situations.
8. Define ethnocentrism and explain why public speakers need to avoid it when addressing audiences of diverse racial, ethnic, or cultural background.

Chapter 2: Ethics and Public Speaking

1. Understand why a strong sense of ethical responsibility is vital for public speakers.
2. Know the five guidelines for ethical speechmaking presented in the chapter.
3. Know the differences among global plagiarism, patchwork plagiarism, and incremental plagiarism, and explain why each type of plagiarism is unethical.
4. Identify the three basic guidelines for ethical listening discussed in the chapter.

Chapter 3: Listening

1. Understand the difference between hearing and listening.
2. Define the four different kinds of listening and explain their relationship to critical thinking.
3. Know why good listening is important to effective speechmaking.
4. Identify the four major causes of poor listening.
5. Know the seven ways to become a better listener presented in the text.
Chapter 4: Giving Your First Speech

1. Know the major factors involved in developing and organizing their first classroom speech.
2. Understand the nature of extemporaneous delivery and how they can work on speaking extemporaneously as they rehearse their first classroom speech.
3. Know the elements discussed in the textbook with regard to delivering the first classroom speech.

Chapter 5: Selecting a Topic and Purpose

1. Identify the general purpose of a speech.
2. Know how to select an engaging and relevant topic.
3. Understand how to narrow a topic.
4. Identify a specific purpose and a central idea of a speech.

Chapter 6: Analyzing the Audience

1. Understand why public speakers must be audience centered.
2. Know what it means to say that audiences are egocentric.
3. Identify the major demographic traits of audiences.
4. Identify the major situational traits of audiences.
5. Understand the use of a questionnaire as a method of audience analysis for classroom speeches.
6. Know how a speaker can adapt to the audience while preparing the speech and while delivering the speech.

Chapter 7: Gathering Materials

1. Understand how drawing on your own knowledge and experience can enrich your speeches.
2. Know the major resources available for researching speeches in the library.
3. Know how to use the Internet for speech research efficiently and responsibly.
4. Delineate the three stages of interviewing and explain the responsibilities of the interviewer at each stage.
Chapter 8: Supporting Your Ideas

1. Understand why speakers need strong supporting materials for their ideas.
2. Distinguish among extended examples, brief examples, and hypothetical examples.
3. Know how to use examples effectively in a speech.
4. Identify three questions for judging the reliability of statistics.
5. Know how to use statistics effectively in a speech.
6. Distinguish between peer testimony and expert testimony and explain the proper use of testimony in a speech.

Chapter 9 – Organizing the Body of the Speech

1. Understand why it is important to organize speeches clearly and coherently.
2. Identify the five major patterns of organizing main points in a speech.
3. Know the guidelines given in the text for organizing main points.
4. Know the four kinds of speech connectives and their roles in a speech.

Chapter 10: Beginning and Ending the Speech

1. Identify the four objectives of a speech introduction.
2. Know the seven methods that can be used to gain attention in an introduction.
3. Identify the major functions of a speech conclusion.
4. Know the methods a speaker can use to fulfill the functions of a conclusion.

Chapter 11: Outlining the Speech

1. Understand why it is important to outline speeches.
2. Know the differences between a preparation outline and a speaking outline.
3. Understand the construction of a preparation outline following the guidelines presented in the book.

Chapter 12: Using Language

1. Explain why the effective use of language is vital to a public speaker.
2. Explain the differences between denotative and connotative meaning.

3. Explain the importance of using language accurately in public speeches.

4. Identify three methods public speakers can use to help ensure that their language will be clear to listeners.

5. Explain how public speakers can use imagery and rhythm to help bring their ideas to life.

6. Explain why public speakers need to use inclusive language and identify four ways they can do so.

**Chapter 13: Delivery**

1. Understand why good delivery is important to successful speaking.

2. Know the major characteristics of effective speech delivery.

3. Identify the four methods of delivering a speech.

4. Know the eight aspects of voice usage that are crucial to public speaking.

5. Know the four aspects of physical action that are most important to a public speaker.

6. Know the five-step method presented in the chapter for practicing extemporaneous speech delivery.

7. Identify the two stages in preparing for a question-and-answer session and explain six things a speaker should keep in mind when responding to questions during the session itself.

**Chapter 14: Using Visual Aids**

1. Know the major advantages of using visual aids in a speech.

2. Identify the kinds of visual aids available for use in speeches.

3. Understand how to apply the guidelines given in the chapter for preparing and presenting visual aids.
Final Exam Review

Chapter 15: Speaking to Inform

1. Explain the four kinds of informative speeches discussed in the chapter.
2. Be able to recognize the goal of informative speaking,
3. Know the approaches to conveying information.
4. Know the methods of organization for the informative speech.

Chapter 16: Speaking To Persuade

1. Define persuasion and know why it is an important subject.
2. Understand why meeting ethical obligations can be especially challenging in persuasive speaking and identify the ethical responsibilities of persuasive speakers.
3. Clarify the differences between an informative speech and a persuasive speech and know why speaking to persuade is especially challenging.
4. Know what it means to say that audiences engage in a mental dialogue with the speaker as they listen to a persuasive speech.
5. Understand the concept of target audience and its role in persuasive speaking.
6. Define a question of fact and give an example of a specific purpose statement for a persuasive speech on a question of fact.
7. Define a question of value and give an example of a specific purpose statement for a persuasive speech on a question of value.
8. Define a question of policy and give an example of a specific purpose statement for a persuasive speech on a question of policy.
9. Know the difference between passive agreement and immediate action as goals for persuasive speeches on questions of policy.
Chapter 17: Methods of Persuasion

1. Understand the role of speaker credibility in persuasive speaking.
2. Define the differences among initial credibility, derived credibility, and terminal credibility.
3. Know the three ways a speaker can enhance her or his credibility during a persuasive speech.
4. Know why it is important for persuasive speakers to use evidence in their speeches.
5. Know the four tips presented in the chapter for using evidence in persuasive speeches.
6. Define reasoning from specific instances and explain the guidelines given in the chapter for using this method of reasoning.
7. Define reasoning from principle and explain the guidelines a speaker should follow when employing reasoning from principle.
8. Define causal reasoning and explain the two common errors speakers need to avoid when using causal reasoning.
9. Define analogical reasoning and explain how to judge the validity of an analogy.
10. Identify and recognize the ten fallacies discussed in the chapter.

Chapter 18: Speaking on Special Occasions

1. Know the guidelines for an effective speech of introduction.
2. Know the purpose and major themes of a speech of presentation.
3. Know the purpose and major themes of a speech of acceptance.
4. Indicate the fundamental purpose of a commemorative speech and understand why a successful commemorative speech depends so much on the creative use of language.
X. Helpful Hints for Documentation

Documentation Style: All sources must be fully documented within the outline and your audience must hear you provide full credit at the time the information is used in the speech. You are welcome to use parenthetical references, endnotes, or footnotes. (Please see pages 532 – 547 of your textbook for documentation style/s.)

Example:

A. One method of adoption which may prevent legal situations from occurring is agency adoption.
   1. “When a woman turns over her child to an agency, she must sign a formal surrender agreement, which deprives her of all rights to the child and gives the agency authority to arrange for adoption by suitable applicants,” according to The Family Legal Guide. (Family Legal Guide, p. 15)

   2. In other terms, according to Lois Gilman in The Adoption Resource Book, agency adoption is safer because you do not know about the child until it is “freed for adoption.” (Gilman, p. 127)

   [Although few legal safeguards exist for adoptive parents, and because agency adoptions may offer the safest legal consequences, as previously stated, new legislation has been suggested that may help adoptive parents.]

B. The famous Baby Jessica case captured the attention of Americans, and according to Anita Diamant in her article in McCall’s magazine entitled, “Is it Safe to Adopt a Child?” the lessons of Baby Jessica may finally become the impetus to improve the way courts handle adoption. (Diamant, p. 98)

Example: Works Cited

Works Cited

Diamant, Anita, “Is it Safe to Adopt a Child?” McCall’s, January 1994, pp. 96-98, 100, 140-150.


XI. Cheating

Any student found to be cheating on an assignment will receive a grade of zero for that assignment with no opportunity to make it up. Cheating includes: (1) giving or receiving information pertaining to tests and homework, (2) Plagiarism—which includes the copying of the language, structure, ideas and/or thoughts of another and passing off same as one’s own, original work, or attempts thereof.

All speeches and homework assignments are to be completed individually.
XII. Homework Exercises

Homework Exercises

Chapter 1

1. Think back on an important conversation you had recently in which you wanted to achieve a particular result. (Examples: Asking your employer to change your work schedule; explaining to a friend how to change the oil and filter in a car; attempting to talk your spouse or partner into buying the computer you like rather than the one he or she prefers.) Work up a brief analysis of the conversation.

In your analysis, explain the following: (1) your purpose in the conversation and the message strategy you chose to achieve your purpose; (2) the communication channels used during the conversation and how they affected the outcome; (3) the interference—internal or external—you encountered during the conversation; (4) the steps you took to adjust to feedback; (5) the strategic changes you would make in preparing for and carrying out the conversation if you had it to do over again.

Chapter 2

1. Look back at the story of Felicia Robinson on pages 30–31 of the textbook. Evaluate her dilemma in light of the guidelines for ethical speechmaking presented in this chapter. Explain what you believe would be the most ethical course of action in her case.

2. Having graduated with a degree in public administration and hoping to pursue a career in politics, you have been fortunate to receive a staff position with one of the leading senators in your state legislature. Since your arrival two months ago, you have answered phones, ordered lunch, made copies, stapled mailings, and stuffed envelopes. Finally you have been asked to look over a speech the senator will deliver at your alma mater. Surely, you think, this will be the first of many important assignments once your value is recognized.

After reading the speech, however, your enthusiasm is dampened. You agree wholeheartedly with its support of a bill to fund scholarships for low-income students, but you’re dismayed by its attack on opponents of the bill as “elitist bigots who would deny a college education to those who need it most.” You haven’t been asked to comment on the ethics of the speech, and you certainly don’t want to jeopardize your position on the senator’s staff. At the same time, you think his use of name-calling may actually arouse sympathy for the opposition.

The senator would like your comments in two hours. What will you tell him?

(textbook page 41)
Chapter 3
Using the Listening Self-Evaluation Worksheet on page 54 of the textbook, undertake a candid evaluation of your major strengths and weaknesses as a listener. Explain what steps you need to take to become a better listener.

Chapter 4
Examine the two sample speeches with commentary on pages 72–73 of the textbook. Choose one, and answer the following questions about it.

a. How does the opening paragraph gain the attention of the audience, introduce the subject of the speech, and preview the main points to be discussed in the body?

b. How clearly is the body of the speech organized? What does the speaker do to help listeners follow the progression of ideas?

Chapter 5
1. 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 sign up for Facebook.

b. To persuade my audience that the U.S. government should increase funding for stem cell research and support the development of hydrogen-fuel vehicles.

c. What is an Individual Retirement Account?

d. To inform my audience why square grooves are superior to U-shaped grooves on golf clubs.

e. To inform my audience about New Zealand.

f. Donate blood.

g. To persuade my audience that something has to be done about the problem of antibiotic-resistant bacteria.

2. Below are three sets of main points for speeches. For each set, supply the general purpose, specific purpose, and central idea.
General Purpose:

Specific Purpose:

Central Idea:

Main Points:  
I. You should study abroad because it will enhance your personal development.
II. You should study abroad because it will enhance your academic development.
III. You should study abroad because it will enhance your career development.

General Purpose:

Specific Purpose:

Central Idea:

Main Points:  
I. The first event in a triathlon is swimming.
II. The second event in a triathlon is cycling.
III. The third event in a triathlon is running.

General Purpose:

Specific Purpose:

Central Idea:

Main Points:  
I. As a writer, Thomas Jefferson penned the Declaration of Independence and *Notes on the State of Virginia*.
II. As President, Thomas Jefferson negotiated the Louisiana Purchase and approved the Lewis and Clark expedition.
III. As an architect, Jefferson designed Monticello and the University of Virginia.
Chapter 6

1. Below are three general speech topics and, for each, two hypothetical audiences to which a speech might be delivered. For each topic, write a brief paragraph explaining how you might adjust your specific purpose and message according to the demographic characteristics of the audience.


   *Audience #1: 50% computer science majors, 30% physics majors, 20% fine arts majors*

   *Audience #2: 40% business majors, 40% history majors, 20% computer science majors*

b. *Topic: “Sexual Assault: The Biggest Campus Crime”*

   *Audience #1: 80% female, 20% male*

   *Audience #2: 80% male, 20% female*


   *Audience #1: Day class: 70% age 18 to 22, 30% age 23 and over*

   *Audience #2: Evening class: 50% age 35 and over, 30% age 23 to 34, 20% age 18 to 22*

2. Below are five specific purpose statements for classroom speeches. For each specific purpose statement, write a response that seeks to answer the question: “What steps would a speaker with this specific purpose statement need to take to adapt her or his speech to the interests, knowledge, and attitudes of this class?”

   a. To inform my audience how they can protect their apartment or dorm room against burglaries.

   b. To inform my audience about the principles of aerodynamics that allow an airplane to fly.

   c. To inform my audience about the causes, symptoms, and treatment of eating disorders.

   d. To persuade my audience that capital punishment should be abolished in all parts of the United States.

   e. To persuade my audience to participate in intramural sports.
Chapter 7

1. Using a periodical and newspaper database, find three magazine or newspaper articles on the topic of your next speech. Prepare a preliminary bibliography entry for each article. Read the full text of the articles and assess their value for your speech.

2. Using Google or another search engine, find three high-quality documents on the topic of your next speech. Prepare a preliminary bibliography entry for each article. Read the full text of the documents and assess them in light of the criteria for evaluating Internet documents discussed on pages 127–129 of the textbook.

Chapter 8

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

   a. As Taylor Swift stated in a recent interview, U.S. policy toward North Korea should put more emphasis on bilateral negotiations.

   b. According to The New York Times Almanac, California has the largest Native-American population of any state in the union—421,346. Arizona is second with 294,118 and Oklahoma is third with 287,124.

   c. I don’t know why rental car companies don’t like to rent to people under the age of 25. My friends and I drive a lot, and none of us has been in an accident.

   d. In a random survey conducted last month among people visiting Las Vegas casinos, 96 percent of respondents opposed limitations on gambling in the United States. Clearly, then, the American people oppose such limitations.

   e. In the words of one expert, “The state education budget has been cut so much in recent years that any further cuts will do irreparable harm to our schools and the children they serve.”

   f. Figures compiled by the Bureau of Labor Statistics show that the median salary for petroleum engineers in the U.S. is $108,910. This shows that petroleum engineers average almost $109,000 a year in salary.

   g. According to a study by American Airlines, passenger satisfaction among frequent fliers is growing each year.
Chapter 9

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

   a. To inform my audience of the causes and effects of Parkinson's disease.
   
   b. To inform my audience about the major kinds of symbols used in Native American art.
   
   c. To persuade my audience that the state legislature should enact tougher laws to curb the problem of predatory lending to college students.
   
   d. To inform my audience about the major stages of the civil rights movement from 1955 to 1970.
   
   e. To inform my audience about the educational philosophy of Jean Piaget.
   
   f. To inform my audience about the geographical regions of Brazil.

Chapter 10

1. Think of a speech topic (preferably one for your next speech in class). Create an introduction for a speech dealing with any aspect of the topic you wish. In your introduction, be sure to gain the attention of the audience, to reveal the topic and relate it to the audience, to establish your credibility, and to preview the body of the speech.

2. Using the same topic as in Exercise 2, create a speech conclusion. Be sure to let your audience know the speech is ending, to reinforce the central idea, and to make the conclusion vivid and memorable.
Chapter 11

1. In the left-hand column below is a partially blank outline from a speech about the Golden Gate Bridge. In the right-hand column, arranged in random order, are the subpoints to fill in the outline. Choose the appropriate subpoint for each blank in the outline.

To complete this exercise online, go to the interactive Outline Exercises in the Study Aids for this chapter. You will also find several additional scrambled outlines that you can use to hone your outlining skills.

<table>
<thead>
<tr>
<th>Outline</th>
<th>Subpoints</th>
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<tbody>
<tr>
<td>I. More than 20 years passed from the time the Golden Gate Bridge was proposed to the time it opened.</td>
<td>Today, those towers make it the world’s third tallest suspension bridge.</td>
</tr>
<tr>
<td></td>
<td>Construction finally began in 1933 and ended in 1937.</td>
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<tr>
<td></td>
<td>The span between its towers is 4,200 feet.</td>
</tr>
<tr>
<td></td>
<td>At the time it was built, the Golden Gate was also the longest suspension bridge in the world.</td>
</tr>
<tr>
<td></td>
<td>In 1923, the State of California passed legislation authorizing construction of the bridge.</td>
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<td></td>
<td>Its two towers rise almost 750 feet above the waters of the Pacific Ocean.</td>
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<tr>
<td></td>
<td>Once construction of the bridge was authorized, it took ten years to approve the design and financing.</td>
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<tr>
<td></td>
<td>That span makes it the ninth longest suspension bridge in the world today.</td>
</tr>
<tr>
<td></td>
<td>At the time it was built, the Golden Gate was the tallest suspension bridge in the world.</td>
</tr>
<tr>
<td></td>
<td>The bridge was originally proposed in 1916 but faced years of legal hurdles.</td>
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<tr>
<td>II. Now 75 years old, the Golden Gate Bridge remains a marvel of modern engineering.</td>
<td></td>
</tr>
<tr>
<td>A.</td>
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<td></td>
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<td>B.</td>
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</table>
Chapter 12

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.

      Tom 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.
2. 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
   b. *Mona Lisa*, art, painting, creative activity, portrait
   c. automobile, vehicle, Ferrari, transportation, sports car

3. Rewrite each of the following sentences using clear, familiar words.
   a. My employment objective is to attain a position of maximum financial reward.
   b. All professors at this school are expected to achieve high standards of excellence in their instructional duties.
   c. In the eventuality of a fire, it is imperative that all persons evacuate the building without undue delay.

4. Each of the statements below uses one or more of the following stylistic devices: metaphor, simile, parallelism, repetition, alliteration, antithesis. 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)
   b. “The vice presidency is the sand trap of American politics. It’s near the prize, and designed to be limiting.” (Howard Fineman)
   c. “People the world over have always been more impressed by the power of our example than by the example of our power.” (Bill Clinton)
   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)
Chapter 13

1. What are the elements of vocal delivery?
2. Think of a speaker you've heard whose vocal delivery impressed you. What did you find particularly appealing about this individual's vocal quality? Consider pitch, rate, pauses, articulation and pronunciation in your answer.
3. Because we tend to excuse people's articulation and pronunciation errors in conversation, why should we expect them to be more accurate in public speaking? (Hint: We should have this expectation!)

Chapter 14

1. What are visual aids? What role do they play in the speech?
2. What are some of the ways to present or display a presentation aid to the audience?
3. Discuss several ways in which visual aids can reduce speaker anxiety.
4. Suppose your speech on tourist attractions in the American Southwest requires the use of many slides. You do not have your own equipment and have been told that the equipment in the facility where you are to speak is unreliable. Your presentation is to take place the next day. Please discuss possible backup strategies in the event the equipment fails either before or during your presentation.

2. Consider how you might use visual aids to explain each of the following:
   a. How to perform the Heimlich maneuver to help a choking victim.
   b. The proportion of the electorate that votes in major national elections in the United States, France, Germany, England, and Japan, respectively.
   c. Where to obtain information about student loans.
   d. The wing patterns of various species of butterflies.
   e. The increase in the amount of money spent by Americans on health care since 1985.
   f. How to change a bicycle tire.
   g. The basic equipment and techniques of rock climbing.
Chapter 15

1. What is the general goal of informative speaking?

2. Below is a list of subjects for informative speeches. Your task is twofold: (a) Select four of the topics and prepare a specific purpose statement for an informative speech about each of the four. Make sure your four specific purpose statements include at least one that deals with its topic as an object, one that deals with its topic as a process, one that deals with its topic as an event, and one that deals with its topic as a concept. (b) Explain what method of organization you would most likely use in structuring a speech about each of your specific purpose statements.

   hobbies     cultural customs
   animals     education
   science     media
   sports      technology
   music

Chapter 16

1. What is a persuasive speech? How does it differ from an informative speech?

2. What are some key factors or principles that, when heeded, will increase the odds that efforts at persuasion will succeed?

3. How can you determine whether your topic and goals are persuasive?

4. Define and give a personal example of attitudes, beliefs and values.

5. Below are four specific purposes for persuasive speeches. In each case explain whether the speech associated with it concerns a question of fact, a question of value, or a question of policy. Then rewrite the specific purpose statement to make it appropriate for a speech about one of the other two kinds of questions. For instance, if the original purpose statement is about a question of policy, write a new specific purpose statement that deals with the same topic as either a question of fact or a question of value.

   a. To persuade my audience that a national sales tax should be adopted to help reduce the national debt.

   b. To persuade my audience that it is unethical for doctors to receive money from pharmaceutical companies to promote their products.

   c. To persuade my audience that violence in video games is a major cause of violent behavior among teenagers.

   d. To persuade my audience to join Teach for America.
Chapter 17

1. As the service manager for a local home improvement company, you have been pleased to see your company expand its size and scope, but you don’t want that growth to come at the expense of customer service. In particular, you’re worried about losing touch with one of the company’s key demographics—women, who make up 55 percent of your customer base. To prevent this from happening, you have developed a plan for a range of personalized services targeted at women, including one-on-one teaching of do-it-yourself skills and free in-home consultations.

When you present your plan at a meeting of the company’s management team, you listen as one executive argues in opposition. Among his points are the following: (1) If your plan is adopted, customers will expect more and more special services and eventually will demand free installation of flooring and carpeting; (2) Because a majority of the management team opposes your plan, it must not be a good idea; (3) One of your competitors tried a customer service plan specifically for women, but it did not succeed; therefore, your plan is doomed to failure.

In your response to the executive, you will point out the fallacy in each of his points. What are those fallacies? (textbook page 342)

Chapter 18

1. What is a special occasion speech?
2. What are the different types of special occasion speeches?