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School of Communication

Public Speaking: Com 1040-200 (30067)

July 2–Aug. 15 | M/W 12–2:30 p.m. | Dunbar 4207

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Course Description

Public Speaking is an introductory course designed to develop effective oral presentation and participation skills useful in interpersonal, small group, organizational, and public settings. Assignments and activities, both in and out of the classroom, emphasize participation in, and analysis of, communication. Public Speaking will expose you to several introductory communication theories and ask you to participate in skill building activities in order to maximize your public communication skills. Each class assignment is designed to provide practical public communication experience and help you to better understand the mechanics of communication.

Goals And Objectives

General

- To provide students with a variety of communication experiences.
- To provide critical feedback needed to improve communication skills.
- To provide the opportunity to model effective public speaking strategies.
- To improve communication competence through theory, model, practice, and critical evaluation.
- To raise ethical questions related to communication.

Specific

- To provide informative and persuasive speaking experiences.
- To encourage growth of unique and effective communication styles.

Attendance Policy (Summer): You may miss one class without penalty. If you miss a second class, your final grade will be reduced by 10%. *Missing a third class will result in a failing grade for the course. There are no excused absences.* Being sick, in an automobile accident, going on a job interview, attending a conference, getting arrested, etc., will not be excused. *Coming late or leaving early 3 times equals an absence.*

Assignments

Points

Quizzes (Short quizzes to access reading/homework will be randomly given)	10%
Speech of Introduction (Required, P/F, 1–2 min.)	5%
Demonstration Speech (4–6 min., handout, 3+ visual aids, one note card)	10%
Informative Speech (5–7 min., 3+ visual aids, 3+ sources, 2 note cards)	15%
Persuasive Speech (7–9 min., 3+ visual aids, 5+ sources, 2 note cards)	20%
Written Assignment (5–7 pages of text plus bibliography and cover page)	10%
Exams (2 @ 15%. Exams will be essay based)	30%
Total	100%

Extra Credit (optional written assignment worth *up to* 10%). You have the option of obtaining 5–10% in extra credit if you choose to write an essay exploring a communication concept (I will assign the concept).

Required Texts

- Class readings will be available online <<http://homepages.wmich.edu/~mkent/summer2007/>>, will be e-mailed to you (so make sure that your WMU e-mail account is working), or will be provided via a CD produced for cost (about 25¢).

Miscellaneous

- ***Come up with a method to help me remember your name.***
- All readings are due on the date indicated.
- Exam may only be taken early or late with advance permission.
- Missed exams or quizzes cannot be made up for any reason.
- All assignments must be printed and given to me in class or my mailbox. You *may* e-mail assignments (outlines, etc.) only to prove that they were ready on time. I will not print these out .
- Speeches that are missed may not be made up. Our schedule is very tight and the class is large.

Academic Honesty

Plagiarism is the unauthorized or inappropriate use of the words or ideas of others. Plagiarism occurs when written or spoken material is borrowed (even from oneself), in whole or in part, and passed off as original by a writer or speaker. Plagiarism includes, but is not limited to, presenting someone else's ideas, speech, presentation, essay, book review, or news release as original. Plagiarism also includes failing to document or cite the source of word-for-word or paraphrased material in oral presentations or written assignments. *It is my policy to pursue plagiarism vigorously, to fail students who plagiarize for the entire class, and to report cases of plagiarism to the university administration.*

The University is an academic community of scholars. Academic dishonesty is a very serious offense against the integrity of this community and will not be tolerated. All academic work submitted by you is assumed to be your own *original work* and to contain your own thought, research, and self-expression. Work that borrows the ideas, organization, or wording, from others must be properly acknowledged. Similarly, work that was conducted for another class should not be passed off as original.

Additionally, anytime a student or professional attempts to deceive another by pretending to do work, or take credit for work that s/he did not actually complete, including changing the font size or style, triple spacing, claiming to have submitted an assignment on time that the professor must have "lost" etc., s/he is engaging in academic dishonesty or "cheating." What you are attempting to do is no different from copying from someone else's test. The consequences of this will be just as serious as plagiarism.

NB: Many students are caught each semester and failed for plagiarism. If even one student in one hundred cheats, the number is too high. In a typical semester, several dozen students are caught cheating at WMU. For students planning to graduate, plagiarizing an assignment is quite possibly the stupidest thing they could do. Do not engage in plagiarism in any form. If you are ever unsure of what constitutes plagiarism, ask me or someone else in the department. At the very least, send an e-mail out to me at two in the morning with your question to CYA and explain what you will do to try to be accurate with your citations. When you enter the business world, plagiarism will not only get you fired, but also may ruin your career and land you in jail depending upon what ideas/content you steal.

There is a very simple rule to follow in order to avoid plagiarism and never get in trouble. ***Cite everything*** that is not your own words or idea. If you know that someone else said it, wrote it, or thought it, anywhere else, a thousand years ago or yesterday, even some guy at a party, cite the source. Do this and you will never get in trouble for plagiarism. Always cite *source, year and page numbers* in text.

Calculating Grades

To calculate your overall grade throughout the semester, you simply multiply the points you earned on a particular assignment by the points the assignment was worth, add all of the points up for each assignment, and then divide by the total. E.g., say you received 75% on your demonstration speech, which is worth 10% of the course total, so you earned 7.5 points ($.75 \times 10 = 7.5$). Similarly, if you received an 85% on your first exam, worth 15% of the total, you have 12.75 more points ($.85 \times 15 = 12.75$). Finally, if you earned a 90% on your informative speech you would have 13.5 more points ($.90 \times 15 = 13.5$). Add all of the points that you have earned and divide by the possible points for the assignments completed ($(7.5 + 12.5 + 13.5) / 40 = 85\%$) to find your overall grade. Here are several samples of how to calculate your grade:

80% (10 pts.) $.8 \times 10 =$ 8.0 pts	83% (10 pts.) $.83 \times 10 =$ 8.3 pts	86% (10 pts.) $.86 \times 10 =$ 8.6 pts
85% (15 pts.) $.85 \times 15 =$ 12.75 pts	65% (15 pts.) $.84 \times 15 =$ 9.75 pts	88% (15 pts.) $.88 \times 15 =$ 13.2 pts
88% (20 pts.) $.88 \times 20 =$ 17.6 pts	80% (20 pts.) $.80 \times 20 =$ 16.0 pts	95% (20 pts.) $.95 \times 20 =$ 19.0 pts
$(8 + 12.75 + 17.6 = 38.35) / 45 =$ 85.2%	$(8.3 + 9.75 + 16 = 34.05) / 45 =$ 75.7%	$(8.6 + 13.2 + 19 = 40.8) / 45 =$ 91.7%

Professional Writing

NB: Professional writing standards are expected on all written work. Professional standards include: no contractions, correct grammar, spelling, punctuation, and careful proofreading. No spelling errors are allowed—having even one spelling error will result in a zero for the assignment. Except when otherwise noted, all assignments should be double-spaced (23–25 lines-per-page), have one-inch (1") margins all around, and be written in Bookman or Bookman Old Style 11 pt. (not 12 pt.). *Under no circumstances should you use Times, Times New Roman, Helvetica, or Arial.* Be sure to use a serif font if you do not use Bookman Old Style (but why would you?). For headings, you may use **boldface type**, **Arial Black**, or **Helvetica Black**.

Public Speaking Schedule (readings due on date listed)*Tentative*

Week	Date	Assignment	Due
Week 1:	7.2	Overview of Class 1-2 min. introductory speech. Read: Syllabus; Topics to avoid; Styles of delivery Generate a list of 10 or more topic ideas that are not on the “List of Topics to Avoid” for the first class Note: The introductory speech will be covered & prepared in class.	
	7.4	Holiday: Independence Day. No Class.	
Week 2:	7.9	Selecting Topics Outlining Ethics Demonstration Sp. Read: Outlining (selecting a topic, general purpose, specific purpose, central idea, etc.); Sample Outline; Top 19 Definitions of Rhetoric; Canon of Rhetoric; Ethics; Sources of Knowledge; <i>How to write a scholarly essay</i> (Kent, home page); Ellison “How to Make Life Interesting,” “The Spawn of Annenberg . . .” all parts. Listen: Casey Kasem; G.W. Bush; Laurie Anderson, “The Healing Horn”; Barbara Jordan, “Democratic National Convention Keynote Address”	
	7.11	Speech Organization Research Visual Aids Read: Speech Organization; Organizational Styles; Kent Google Scholar; Library Sources; Visual Aids; Kent, “Chapter 6: Research II”. Listen: Steve Martin “Five Wishes for Christmas”; Laurie Anderson, “Dance of Electricity” & “The Ugly One With the Jewels”	
Week 3:	7.16	Demonstration Speeches	
	7.18	Conclude Demo. Speeches Introductions & Conclusions Read: Introductions and Conclusions. Listen: Bob Guccione Jr., “We Did It”; Senator Edward Kennedy, “Chappaquiddick Address”; Malcolm X, “There’s No Such Thing As A Non-Violent Revolution”	
Week 4:	7.23	Exam I Informational Comm. (Evidence & Support) Exam I Read: Verbal Forms of Support; Citing Evidence; PowerPoint is Evil; Kent, “Chapter 5: Research I” Listen: Jello Biafra, “excerpts from Tales From the Trial”; Geraldine Ferraro, “1984 Vice Presidential Nomination Acceptance Address”; Johnny Cash, “Flushed From the Bathroom of Your Heart”	
	7.25	Informational Communication Audience Analysis Read: Informational Communication; Sample Informative Speech; Audience Analysis; Audience Analysis Handout; Sample Audience Analysis. Listen: Bruce McCulloch, “Vigil”; Jimmy Carter, “Crisis of Confidence (Malaise) Address”	
Week 5:	7.30	Informative Speeches	
	8.1	Conclude Informative Speeches Persuasion Read: Persuasion Chapter; Logical Fallacies; Persuasive Speech Handouts; Persuasion Research; Motivation; Listen: Richard Nixon, “Checkers” Speech; Mario Cuomo, 1984 Democratic National Convention Address	
Week 6:	8.6	Persuasion Read: Review MMS in Organization handouts; Supporting Assertions; Supporting Materials; Supporting Statements; Listen: George C. Scott as “Patton”; Martin Luther King, Jr., “To Civil Rights Marchers In Washington, D.C.”	
	8.8	Guest Lecturer TBA (I will be at AEJMC) , All extra credit due	
Week 7:	8.13	Persuasive Speeches Begin.	
	8.15	Persuasive Speeches Conclude, Class Wrap-up Exam II (take home) due	

Note: Speeches that are not on the CDs I provide, may be obtained from the following site:<http://www.americanrhetoric.com/top100speechesall.html>

CRITERIA FOR EVALUATING SPEECHES

The average (C) speech meets the following criteria

- Conforms to the kind of speech assigned.
- Conforms to the time limit.
- Is ready to give on the assigned date.
- Your outline (if required) is handed in on time.
- Fulfills any special requirements of the assignment, e.g., using visual aids, etc.
- Has a clear “specific purpose” and “central idea.”
- Has an identifiable introduction, body and conclusion.
- Shows reasonable directness and competence in delivery.
- Is free of serious errors in word usage.

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

- Deals with a challenging, creative, or new topic.
- Fulfills all major functions of a speech introduction, body, and conclusion.
- Displays clear organization of main points and supporting material.
- Supports the main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency. (Do not make the ad verecundiam fallacy).
- Exhibits proficient use of connectives, transitions, previews, internal summaries, and signposts.
- Is delivered skillfully enough so as not to divert attention from your message.

The superior (A) speech should meet the preceding criteria and also

- Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience (it has social significance).
- Sustain positive interest, feeling, and/or commitment among the audience.
- Contain elements of vividness and special interest in language use.
- Be delivered in a fluent, polished manner that strengthens the impact of the speaker’s message.
- Use at least four sources.
- Demonstrate knowledge of all basic speaking and organization rules.
- Generally do an outstanding speech!

D and F speeches are possible by contributing little or nothing in the way of preparation, content, or delivery. Although such grades are fairly uncommon given practice and preparation, I do, occasionally, give them).

[C]onsider the primitive technology of smoke signals. While I do not know exactly what content was once carried in the smoke signals of American Indians, I can safely guess that it did not include philosophical argument. Puffs of smoke are insufficiently complex to express ideas on the nature of existence, and even if they were not, a Cherokee philosopher would run short of either wood or blankets long before he reached his second axiom. You cannot use smoke to do philosophy. Its form excludes the content.

Neil Postman, *Amusing Ourselves to Death*, 1985, p. 7

As The Audience

- Never walk in on someone who is speaking. If you arrive late, listen at the door until you hear applause.
- Do not read newspapers, magazines, textbooks, or other non-class related materials during class.
- Try to appear as attentive and interested as possible when people are speaking—this is part of “professionalism.” You will appreciate the same respect and courtesy when you are speaking.
- Keep noise and other distractions to a minimum during speeches.
- If a speaker solicits participation, get involved.

While Speaking

- Avoid disfluencies (“um,” “ah,” “and um,” “you know,” etc.), slang, obscene language, computerese, technojargon, and colloquial language.
- Professionalism is expected at all times. Hats, sunglasses, gum, chew/snuff, bare feet, distracting or revealing clothing, obscene slogans on clothing, pens in hand, etc., are not considered professional.

Topics To Avoid

Abortion.
 Abstinence (including sex and alcohol).
 ADD/ADHD, etc.
 Affirmative action.
 Alcohol (including: effects, dangers, drunk driving, legal issues, [lowering drinking age, etc.], health aspects, etc.).
 Anatomy (both male and female).
 Anorexia/Bulimia.
 Animal population control.
 Art therapy.
 Athletics (see sports) all.
 Automobiles (including: seatbelt laws, emissions, maintenance, repair, types, ideology, accidents—especially involving deer, etc.).
 Blood (organ or plasma) donation.
 Bone Marrow.
 Buddha/Buddhism (his life/-teachings, principles, etc.).
 Bulimia/Anorexia.
 Cancer: all types and related aspects (including: tanning beds).
 Cars (see automobiles above).
 Cellular telephones (all aspects including Blackberries, instant messaging, beepers, etc.).
 Christianity (as it pertains to my/our eternal spirit, proselytizing, conversion, or other “faith related” aspect).
 Communication subjects covered in the textbook.
 Compact disks (CD) and CD technology.
 Computers (all aspects, including discussing types/brands, features, history, function, comparisons, etc.).
 Contraception.
 CPR.
 Credit Cards.
 Date Rape/Sexual Assault, etc.
 Death penalty.
 Deer (including population, hunting, traffic hazards, and sterilization/birth-control).
 Dieting/Nutrition.
 Downloading music.
 Environment/recycling (including: logging and deforestation).
 Euthanasia.
 Exercise (see health and sports).
 Food Pyramid
 Fraternities/Sororities (no aspect of the Greek system).

“Generation X”—or generation anything else (the Beat generation is okay).
 Genetic testing/research (including animals/vegetables, humans, the human genome project, etc.).
 Greek System (see Fraternities)
 Gun control, guns, NRA, etc.
 Hair Care.
 Health/Healthy Living/Health & Exercise/etc.
 Helmet Laws.
 Hemp (see “Legalizing Drugs”).
 Homeless/street people/beggars.
 Hunting (all animals).
 Hypnosis.
 Internet (see me with subjects—I’ll consider it).
 Irradiation of food.
 Justice System (see prisons).
 Legalizing drugs, dope, pot (including the uses of hemp).
 Living wills.
 Memory/mnemonic devices.
 Movies (in particular, pop culture, all recent films, and anything with Jim Kerry in it).
 Music (all, including: Woodstock, Rock, Rap, any history of music, and censorship).
 NRA, guns, gun legislation, etc.
 Nutrition/Dieting.
 Organ (plasma or blood) donation.
 Pet spaying or neutering.
 Plasma (blood or organ) donation.
 Population control (both animals and humans).
 Prisons (all, including: reform, punishment for criminals, the death penalty, cost, utility, the justice system in general, etc).
 Recycling/environmentalism (including logging and deforestation).
 Serial killers.
 Sexual Assault/Date Rape, etc.
 Sleep (including: REM, insomnia, getting enough, etc.).
 Smoking/Tobacco (including, cigarettes, chaw, chew, snuff, nicotine and cancer).
 Sports/Athletics (anything related to sports or athletics) including: basketball, baseball, golf, hockey, in-line skating [rollerblades], skiing, soccer, sumo wrestling, swimming, weight lifting or training, wrestling, and all others not mentioned. Also, no discussion of compensation for

athletes, the draft, inappropriate behavior, drug use, etc.
 STDs.
 Stress.
 Tobacco/Smoking (see smoking).
 Tanning Beds (including dangers and cancer).
 Taxation.
 Television effects, programs, technological advances, etc.
 Video Games (all types/aspects).
 Virtual reality.
 Voting (including: importance, voter registration, GOTV, etc.).
 Water (safety, purity, conservation, etc.).
 World Wide Web (see Internet).
 Wolves (all aspects).

- Any popular/pop-culture issue involving celebrities, musicians, entertainers, movies, athletes, etc.

Sources that do not count:

- Sources over five years old, with some exceptions, depending upon the subject (e.g., philosophy, rhetoric, etc.)
- The Internet or World Wide Web (WWW), Web pages, etc. However, online databases of scholarly sources, articles obtained online, etc. are fine.
- Dictionaries. Not a “source” but useful for clarification.
- Encyclopedias (including Grolier’s, & online sources).
- Multiple use of the same source (e.g., five references to *The Economist*, or *The New York Times*—journals are okay for multiple reference).
- Citing *yourself* as an expert.
- Personal interviews unless recorded and with a bona fide expert.

“One repays a teacher badly if one remains only a pupil.”

Friedrich Nietzsche
Thus Spake Zarathustra

“The most basic rule of survival in any situation is never look like food.”

Park Ranger, Great Smokey Mountains National Park

Delivery Styles

IMPROMPTU SPEAKING: *A style of delivery in which a speaker has very little or no time to prepare. When your teacher calls upon you in class for example.*

Strengths

- A speaker provides immediate feedback to questions or issues.
- Little support is expected in the way of facts.
- Allows a speaker to immediately demonstrate competence and understanding.

Weaknesses

- Little time to prepare a more eloquent response.
- Limited to “memory”—little *Invention*.
- Takes some skill and experience to appear competent.

MEMORIZED SPEAKING: *A style of delivery in which a speaker memorizes, word-for-word exactly what s/he will say. Actors/actresses memorize their dialogue. Appropriate in very few circumstances.*

Strengths

- Skilled speakers often appear very competent/prepared and are able to maintain eye contact with the entire audience (until someone stops them to ask a question and then they are usually toast).
- Able to time content very precisely.
- No need for notes.

Weaknesses

- If distracted or interrupted you can lose the whole speech or need to rehearse it again in your head to find your place.
- No dynamism, usually cannot adapt to, interact with, or respond to, the audience.
- May sound “canned.”

EXTEMPORANEOUS: SPEAKING: *A style of delivery in which a speaker who is familiar with the content of the speech and has practiced/rehearsed the material a number of times gives a speech using notes. Considered the best all-around professional delivery style. Professional presentations and class lectures are example of extemporaneous speaking.*

Strengths

- Flexible, able to adapt to questioning gazes or catatonic stares.
- Creative. Never exactly the same even if a listener has heard it before.
- Does not require the time and effort necessary for memorization or manuscript.
- Effective delivery. Speaker appears prepared and informed.

Weaknesses

- Cannot control vocabulary as precisely as some styles of delivery, which can be important in crisis situations.
- May digress, go off on tangents, and not fully make one’s point.
- If nervous, poor notes or a lack of practice can result in panic or a poorly timed delivery.

MANUSCRIPT SPEAKING: *A style of delivery in which a speaker reads from a manuscript, word-for-word, to an audience. Appropriate in some circumstances such as when word choice is crucial, inappropriate in most other situations. For best results a teleprompter is used.*

Strengths

- Control over exact wording is possible.
- Able to time content very precisely.
- May be used by anyone—even someone not very familiar with an area.

Weaknesses

- Often results in poor delivery—especially without the aid of support equipment.
- No dynamism, cannot respond to the audience.
- Uninteresting to watch/hear.

Demonstration Speech

Throughout our personal and professional lives, we are often called on to explain/-demonstrate things to those around us: bosses, friends, colleagues, co-workers, family members. No matter who we are “teaching,” we need to frame our demonstrations and explanations so that they understand how to do what we are explaining. (Try explaining how to use a program like Skype to your grandmother over the telephone for an example of the skills that are required.)

Although “demonstrations” are sometimes conducted of new products, automobiles, computer systems, and other complicated objects/activities in such a way that the audience cannot actually duplicate what was demonstrated to them (take the new iPhone commercials for example: “here are your songs, here is how you watch movies . . .” etc), *that is not your goal* in this speech. You should not select something to demonstrate that cannot be actually brought into the classroom and “demonstrated” in the timeframe available. I made screwdrivers (vodka, ice, orange juice) when I was in your shoes.

Your demonstration should be conducted with the assumption that your audience could actually go home and do what you demonstrated. Thus, any activity involving heavy machinery, complicated power tools, or an understanding of some specialized knowledge base like computers, mathematics, cooking, etc., should be avoided.

For this speech you should pick something that you *already* know how to operate, use, or explain. Be sure to choose something that can be explained in the timeframe that you have available. Keep in mind that when done *everyone* in the audience should, in theory, be able to do what you have demonstrated.

For this speech be sure to do the following:

- (1) Create a fact sheet with words and drawings/pictures that will serve to remind your audience of the steps involved in the activity you are demonstrating. Note: write and format your fact sheet first, then go looking for support images in Google Images, etc. Do not go searching for a fact sheet illustrating what you are doing first. If I discover that you are trying to pass off content from a Web page as your own, you will receive a zero on the speech and I will report you for plagiarism. Ideally, explain the activity fully using *only* (your own) *words*.
- (2) Bring in sufficient visual aids to demonstrate your activity. This likely will involve having multiple VAs to demonstrate the progress of your activity. For example, showing the ingredients to the cake you will demonstrate making and how they are combined. Showing how to test if the cake is done with a model cake. Showing how to cool the cake. And finally, having finished (and frosted) samples for your audience to try—watch the cooking channel.
- (3) Employ informational communication: motivation, clarification, retention, repetition.
- (4) Attempt to select something to demonstrate that the members of your audience would feel is interesting, useful, or valuable.
- (5) Be competent at demonstrating what you select.

Requirements

- A full sentence outline is due in class the class before the speech is due.
- *Visual aides are required.*
- *Handout required*—one class before the speech I should see it.
- Length 4–6 Minutes, plus questions.
- Two note cards—turned in after speech.
- Meet the “criteria for effective speeches.”

Informative: Figure of Speech

A figure of speech is the use of language to express a feeling, emotion, mood, or idea. Metaphor, synecdoche, metonymy, etc., are all figures of speech and there are dozens more. For example Caesar’s famous line “I came, I saw, I conquered” is what is called “asyndeton” (*Veni, vidi, vici* in Latin, and also alliteration)—the omission of a conjunction. Although his statement is not linguistically correct in English, the words serve a rhetorical function and serve to express the actions more forcefully, more rapidly. There are dozens of figures of speech. In this speech you will explain two figures of speech to the class. See me for a list of possible figures of speech to use.

The purpose of this assignment:

1. Begin thinking more carefully about communication.
 2. Begin to think creatively (or rhetorically) about your use of language.
 3. Learn about figures of speech and the power of rhetoric.
 4. Use informational communication strategies.
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Requirements

- Five to seven minutes long.
- A full sentence outline at least one week (two classes) before the speech is due.
- Create a handout explaining your figures and providing original examples from movies, the newspaper, books, current speeches, etc.
- Employ “informational” strategies.
- Meet the “criteria for effective speeches.”
- At least three visual aids and three sources are required.
- You may use two 3x5 note cards (both sides).

Informative Alternative: Article Review

For this speech, you will be provided with an article/chapter to review for the class. You must come to see me to get an article—you cannot use just any article.

Be prepared to invest some time reading/understanding the article and a half-an-hour discussing it with me to be sure that you can transmit the important, interesting, useful aspects of the article to the class. Also, be prepared to read some background content (three sources besides the article) to help with the ideas from the article, etc.

Your goal in this speech is threefold: (1) To review the key points of the article for the audience so that they understand the arguments made and the key points of the article—hence the required visual aids. (2) To heighten the audience’s interest about the article/author you are reviewing. And (3), take a position relevant to the author’s claims and either agree or disagree with the authors claims. In other words, go beyond the article and make some new connections.

Your visual aids should not be paragraph-by-paragraph outlines of the article but rather, should contain key facts/points, quotations, statistics, explanations of difficult concepts, examples to illustrate the author’s claims, etc.

Requirements

- Five to seven minutes long.
- A full sentence outline at least one week (two classes) before the speech is due.
- *Handout required*—one class before speech. Create a 1–2 page handout and have me review it before or after class.
- At least three visual aids are required.
- At least three or more sources beyond the article are required.
- Two note cards (back and front)—turned in after speech.
- Be sure to employ all of the verbal forms of support, and *identify them in your outline in brackets*.
- Employ “informational” strategies.
- Meet the “criteria for effective speeches.”

Informative Alternative: Biographical Speech

Many individuals of whom we know very little have contributed immensely to our everyday lives. Nicoli Tesla, for example, is responsible, more than anyone, for the invention of AC current—the current that runs all of our electric appliances and lights. Tesla was installing AC current in homes for years while Thomas Edison went around the country electrocuting dogs trying to discredit AC current and preserve his monopoly on DC current. Tesla also invented the Tesla coil, designed the generators that are powered by Niagara Falls, and dozens of other achievements.

For this speech you will identify one of these overlooked individuals and bring them to life for the class.

Your goals here include:

- (1) Biographically recounting the life of the person selected in terms of some relevant time-period in their lives—birth to death, their professional career, their wartime activities, their social accomplishments, etc.
- (2) Making an effort to make the some aspect(s) of the life of the person discussed relevant to the class.
- (3) Helping your audience understand more about an important cultural figure.
- (4) Trying to elicit an emotional response from your audience in regard to the individual discussed—sympathy, pity, camaraderie, compassion, fear, loathing, envy, etc.

You have two options on this assignment:

Option (1): select someone with a cultural background different than yours and present their life and contributions to the class. Note: *all* people born in the US are considered to have the same cultural background unless you can convince me otherwise.

Option (2): select any woman born in the United States prior to 1900 and present their life and accomplishments to the rest of the class.

Requirements

- Five to seven minutes long.
- A full sentence outline at least one week (two classes) before the speech is due.
- Two note cards (back and front)—turned in after the speech.
- *Handout required*—one class before speech. Create a 1–2 page handout and have me review it before or after class.
- Employ at least four credible sources.
- At least three visual aids are required.
- Be sure use all appropriate forms of support and *identify them in your outline in brackets*.
- Employ “informational” strategies.
- Meet the “criteria for effective speeches.”

Persuasive: We Agree

There are many different kinds of persuasive speeches—they depend on the goal of the speaker. This assignment requires you to seek mental agreement from your audience—they should think you are right at the end of the speech.

This assignment asks you to take a definite position on an issue of substance locally, statewide, nationally, or internationally (in other words, not: “Why chocolate is the best food”), and persuade the audience through logic and evidence to believe as you do. You must select an issue that people can be persuaded about in 7–9 minutes, thus, anything on my list of topics to avoid is out, as are issues of deeply held conviction. The best issues are things that the average person has not given much thought to: rationing gasoline or water, not shopping at Wal-Mart, not buying Chinese goods, etc.

This is not an informative speech. Be sure you focus on a specific goal or action for the audience. There are several kinds of persuasive speeches (to stimulate, convince, to actuate). The type of persuasive intent desired dictates the type of speech you will deliver. The audience should not conclude after the speech “that was interesting,” but rather “I will do as you suggest.”

Requirements

- Length: 7–9 minutes.
- The audience is this class.
- A full sentence outline at least one week (two classes) before the speech is due.
- You may use both sides of three 3x5 note cards
- Create at least three visual aids.
- Be sure to employ **all** of the verbal forms of support, and *identify them in your outline in brackets*.
- Locate five or more credible sources of information **excluding** (the Web, Wikipedia, online or print encyclopedia and dictionaries, mainstream magazines [time, Newsweek, GQ, Rolling Stone, vibe, etc.], television and radio [except for public broadcasting, PBS, NPR, PRI, etc.], and friends/relatives). **You should draw upon credible/scholarly sources** (journal articles, research reports, scholarly books—with citations, recorded interviews with “experts,” credible newspapers and newsmagazines: *The Economist*, *The Wall Street Journal*, *The New York Times*, *The Christian Science Monitor*, Medical journals, etc.).
- Use persuasive strategies, all of the forms of support, and *identify them in your outline in brackets*.
- Have a clear introduction, body, and conclusion.

Persuasive Alternative: Persuasive Sales Speech

First: One of the biggest issues is delivery—that is, *you* need to sound like you are completely convinced before I (or we) will be. Watch some infomercials, “The Home Shopping Network” or QVC for some examples of this sort of banter.

Second: perhaps the next most important issue is repetition. You need to repeat your ultimate point (to sell your product, service, idea, etc.) over and over *ad nauseam*. We must know what the product/service/idea is, why we should want it, what it will cost, where we can get it, why it is reasonably priced, how to order it, etc. This includes repeating and demonstrating the features in a variety of “original” (but somewhat tedious) ways.

Third: use ethos (competence, integrity, and goodwill), pathos (emotion), and logos (logical structure). Give me logical reasons, give me personal accounts of its value, and make me believe that you believe it all.

Fourth: you must have the actual product there to convince us and show it being used in a variety of “useful” ways. You might want to enlist a “wacky” (usually dim) assistant to banter with you or to demonstrate the product. Depending on the product, a “fit,” “attractive,” “professional,” “experienced,” “intelligent” or “doubting” aid will be sought. Who you get, depends on what you are selling). This is an idea, not required.

Fifth: your job is to sell the product/service/idea and not just talk about it. You must include a means of our acquiring your product in your presentation. This is not an “informative” speech but a persuasive speech where you seek to convince us that we simply “must” have this product. Be prepared to answer our questions. You might want to “seed” the audience with a few softball questions ahead of time to get the audience rolling.

Sixth: be sure and address the issue(s) of why I should want this product/service/idea, why I “need” this product/service/idea, of what benefit will this product/service/idea be to me, and how the product/service/idea will make my life better. In doing this you must be able to demonstrate an understanding of what factors might motivate the members of your audience through the way that construct your appeals.

One way to structure a speech like this is by focusing on “features” and “benefits.” Features refer to those aspects of a product or item that are a result of its design. For example:

- 1. The features of this handout are:** inexpensive construction materials, recyclable content, good contrast, highly legible type choice, complete explanations/examples, etc.
- 2. The benefits of the features are:** cheap to produce, inexpensive to replace, may be easily transported, helps the environment, does not strain the eyes to read and does not require very good vision to see, and the document contains enough information for you to successfully begin preparation for your assignment.

Requirements

- Length: 7–9 minutes.
- The audience is this class.
- A full sentence outline at least one week (two classes) before the speech is due.
- At least 6–10 visual aids required.
- Be polished, creative, use all of the “verbal forms of support,” and employ “persuasive” strategies.

Note: Do not attempt this speech unless you are as prepared and polished as you see on television and have developed excellent VAs/props.

Persuasive Alternative: The Truth, the Whole Truth, and Nothing But the Truth

For this speech you will focus on an issue, person, area, philosophy, belief, etc., that you have reason to believe the audience is mistaken or misguided about. Your goal will be to inform/persuade your audience that one of the beliefs that they hold about the world, around them, their family, their gender, their religion, their political views, their education, etc., is in fact wrong or mistaken.

Your goal here is twofold: (1) to “demystify” (inform) the audience regarding some issue, event, phenomenon, etc., and (2) to convince (or persuade) the audience to consider the world, or your issue differently (the way you believe they should).

Examples include:

- George Washington was said to go down in his hemp fields and smoke hemp.
- Martin Luther King plagiarized in his dissertation and in his “I have a Dream Speech.”
- The Bible was written over the course of 50 years and not by King James.
- Santa was invented in Scandinavia not that long ago.
- The accounts of Matthew, Mark, Luke, and John on Jesus’ crucifixion are inconsistent. Beyond that, no one calls Judas a traitor until nearly fifty years later.
- Many contemporary songs in all genres are better remakes of earlier versions by more talented artists.
- Saint Augustine was a womanizer and pagan before he converted.
- The Scarlet letter does not have a happy ending.
- According to research, Satan was not an evil figure in early religious writing but was a helper to God. He became known as an evil or bad figure about c.e. 0-100.
- Ben Franklin had many illicit affairs (he is the real “father of the country”).

Be sure that you take a position.

Be sure the issue that you select is one that the audience has probably never questioned.

Be sure that you make the second step (above) of convincing the audience why they should no longer think about the person, issue, event, etc. in the same way any more and what they should do with their new insight. This is **not** an informative speech.

Requirements

- The audience is this class.
- Length: 7–9 minutes.
- A full sentence outline at least one week (two classes) before the speech is due.
- At least 3 visual aids required.
- Use at least *five credible sources*—not the WWW, dictionary or encyclopedia.
- Be sure to employ all of the verbal forms of support, and *identify them in your outline in brackets*.
- Meet the “criteria for effective speeches.”
- Take a position and support it—don’t be “neutral.”
- Be polished, creative, use all of the “verbal forms of support,” and employ “persuasive” strategies.

Suggestions for Speeches to Persuade

- **Selection of a good subject:** An intellectually significant current events topic is recommended. Have a strong feeling for the topic and be sure you understand it thoroughly. Statistical and testimonial evidence should be available on the subject, and the topic should lend itself to the effective use of criteria.
- **Adequate analysis of your proposition:** Analysis is the process of discovering and understanding all of the parts or division of a subject and their interrelationships. Be sure that you are not basing your speech on a one page article from *Rolling Stone*, or something you read in a textbook for another class. You need proper research.
- **Adequate use of criteria:** Criteria are standards of measurement, requirements, or goals that should be met within the ideal situation. Often, a persuader will argue “these are the prerequisites [criteria] needed to achieve this goal . . .”
- **Adequate use of evidence:** Arguments or contentions remain unsupported assertions unless they are sufficiently backed up with well-documented materials. The best speeches draw upon multiple uses of *all* of the verbal forms of support.
- **Adequate use of sound, logical, reasoning:** Employ cause and effect, induction and deduction, comparison and contrast, fact, value, and policy reasoning, and sequential reasoning as you construct your arguments.
- **Adequate adaptation of the speech content to the audience:** Make the audience feel that the problem affects them. Make the issues relevant to the audience. Conduct a thorough audience analysis so that you can increase your success.
- **Adequate vocal and physical delivery:** Employ a forceful, sincere, and enthusiastic delivery. Practice your speech for at least ten minutes for every minute of your speech.

Paper: Counter Intuitive Argument

As Protagoras of Abdera, known as the father of debate, suggested 2,500 years ago, to truly understand an issue, you must be able to argue both sides of an issue. For this paper you will do the same thing by engaging in logical argument and sound reasoning.

For this essay you must argue in support of the proposition that you are given, and you will need to consider any actual research on the issue you have been given. For example, if you got “bicycles *only* in the city limits,” you might research the health benefits of bicycles, the detrimental aspects of automobiles, the value of mass transportation, etc.

Your task will be to argue in favor of the topic given—no matter how absurd—and to come up with sound arguments for pursuing said course of action. In reality this is not very far fetched. There are still several prominent leaders (a senator from Oklahoma for example) who still insist that global warming is not happening in spite of all the evidence to the contrary.

Your paper will be evaluated based on how well you construct an argument—that is, your use of ethos, pathos and logos, your use of “support”—and how appropriate, believable, convincing, relevant, suitable, and credible your sources are.

Your paper will also be evaluated based on the “notes on the scholarly essay” handout (on my Web site, “Kent’s Writing Rules”). Proper referencing, citation, and bibliographic referencing are also expected.

Requirements

- Length: 5–7 pages of text plus bibliography and cover page.
- Five to seven scholarly sources are required.
- Be sure to employ ***all*** of the verbal forms of support, and *identify them in your paper in brackets as you use them*.
- Have a coherent essay structure.
- **Convince me!** This will require sound reasoning, data, and scholarly support.

NB: I will review papers before they are due if you come by my office.

Alternative Paper: Analysis of Underlying Assumptions Paper

In the professional and academic world organizations and institutions of higher learning are usually guided by a set of principles: a mission statement as they are often called. This statement usually represents the core of what an organization values. Like an organizational mission statement, disciplines are often based on a series of often-unstated assumptions about the conduct of professionals in the field, or the course that research should take. In this essay you will examine these assumptions—many of which you have never given much thought to before—in an effort to better understand the conduct of professionals in your field.

This assignment will call on you to examine the underlying assumptions of your major/minor or field of study, to identify the assumptions that guide the practice of research and the theories in your field. You are not required to agree with the assumptions that you identify, however, you should take a position in regard to what you learn.

Your task in this essay will be to identify and examine the underlying assumptions of your field in order to explain how the assumptions affect conduct in your field. Your essay will be evaluated based on how well you analyze the assumptions of your field—and how appropriate, relevant, suitable, and credible your sources and arguments are.

Your paper will also be evaluated based on the “notes on the scholarly essay” handout (on my Web site, “Kent’s Writing Rules”). Proper referencing, citation, and bibliographic referencing are also expected.

Requirements

- Length: 5–7 pages of text plus bibliography and cover page.
- Five to seven scholarly sources are required.
- Be sure to employ **all** of the verbal forms of support, and *identify them in your paper in brackets as you use them*.
- Interview at least three members of your department.
- Have a coherent structure.
- **Convince me** that you have grasped the essence of your disciplines assumptions.

NB: I am happy to review papers before they are due for you if you come by my office.

Notes on Analysis

Analysis is defined as:

The separation of an intellectual or substantial whole into its constituent parts for individual study.

A tautology is defined as:

1.a. Needless repetition of the same sense in different words; redundancy. b. An instance of such repetition.

Logic: An empty or vacuous statement composed of simpler statements in a fashion that makes it logically true whether the simpler statements are factually true or false; for example, the statement Either it will rain tomorrow or it will not rain tomorrow.

Circular reasoning.

When conducting an analysis, do not restate the obvious for me like: “education assumes that people can be taught,” unless your statement is somehow being used to set up a point that you will argue.

Just because you write “X is an assumption of the field” does not mean you have conducted an analysis. Analysis involves “separation of an intellectual or substantial whole into its constituent parts for individual study.” You must *support* your claims about the field as well as making them. Typically this is accomplished by using examples, anecdotes, illustrations, quotations, etc. You must support your claims and conclusions. If you claim “one of the assumptions of the field of Communication is that language is symbolic,” you need to support that by referring to articles, books, etc., where that assumption gets played out.

Analysis involves telling me *why* something is or is not so and how that assumption guides or influences practice in your field.

Bottom line. Do not restate the obvious to me. I already understand the basic assumptions of most fields. I want you to explain to me how those assumptions influence professional or academic practices in your field. Your job is to conduct an analysis that demonstrates to me that you *understand* why these assumptions exist and how they influence the conduct of members of your discipline.

One of the best examples of what I am talking about here can be found in the accounting/auditing profession. One of the stated assumptions of accounting is that transparency and scrutiny can help ensure adherence to the law and ethical conduct. Of course, thousands of organizations keep “separate books” to show auditors, and the Arthur Anderson scandal illustrates what can happen when the fox is allowed to guard the hen house.

Thus, the assumption may exist, but how does it get reified in the real world? Communication professionals all know that language is symbolic, but we are still moved by symbols. Public relations professionals know that the best public relations involves creating relationships with our publics but many organizations still do not.

Alternative Paper: Speaker Critique

Isocrates (a contemporary of Socrates, Plato, and Aristotle) said that we learn to be effective public communicators in three ways: by combining “theory, model, and practice.” Indeed, modeling other speakers is an excellent way to pick up new skills and learn new ways of communicating effectively. Model speakers are not always “excellent” speakers, sometimes they are very bad...but we learn from them nonetheless.

The speaker critique assignment is an important assignment because it affords you an opportunity to apply some of the theories, concepts, and critical frameworks that you have been studying all semester to the conduct of another’s communication. This is the reason that this assignment is not due until late in the semester when you have had the opportunity to internalize some of the concepts and theories useful for understanding and evaluating speeches.

For this assignment, you should go out and observe a speaker. The event cannot be a required event, something you saw on television, or a speaker you saw in the past, but must be some real, live, event that will take place this semester (after you have read this). You must take “critical” notes when you are at the event—which is why this must be a future speaking event.

Your goal in this paper is to critically evaluate the speakers using concepts from the class, your text, and class discussions. You should evaluate the credibility of the speaker, his/her organization, message, delivery, sources, structure (introduction, body, conclusion), his/her use of evidence and sound reasoning or rhetorical strategies, and whatever else you deem relevant. In the critique you should not simply “describe” what the speaker did, but “analyze” it. Answer questions such as: “why was the speaker effective/ineffective?” “Why were his/her arguments persuasive, sound, flawed, etc.?” And, any other questions that seem relevant. This should *not* be a summary of what the speaker did but an explanation of why or how what s/he did was effective and why. Do not simply assert that the speaker was effective. Be able to provide “good reasons” for why s/he was effective.

To support your analysis and claims in your essay you are expected to draw upon concepts and theories from readings and class discussion. As part of your analysis you should provide a brief audience/occasion/speaker analysis that addresses several questions: What was the event? What time of day did it occur? What was the location of the event? What was the seating like? How many people were in attendance? Why were they there? What was the audience’s dispositions like? What was the format of the lecture/talk like? Were there opportunities for questions and answers? Where were you seated? Why were you there, and what was your disposition? And finally, as suggested above, was the speaker effective and why?

Your paper will also be evaluated based on the “notes on the scholarly essay” handout (in my APA handout). Proper referencing, citation, and bibliographic referencing are also expected. Be sure and review the handout on writing scholarly essays before you begin.

Requirements

- Length: 5–7 pages of text plus bibliography and cover page.
- The speech or lecture observed must be at least 25+ minutes long.
- Provide half-a-page of background information about the speaker and the event.
- Provide a brief, half-page, summary of the speaker’s message.
- Identify and evaluate the speech situation, arguments/messages, audience reaction, etc. and base your discussion on concepts from class. This is not an opinion piece (I do not care what you thought, I care what the speaker did that caused him/her to be successful/unsuccessful, and what s/he did/could-have-done to be successful)
- Discuss specific strategies for the speaker to improve.

Special Occasion Speech†

Special occasion speeches are one of the most common forms of speech and include after dinner speeches, speeches of celebration, commemoration, dedication, entertainment, eulogies, farewell, goodwill, inspiration, introduction, nomination, toast, tribute, and memorials. Because of the formal nature, delicate content, and importance of the events in which they are delivered, special occasion speeches require great skill and preparation. Indeed, giving a three-minute toast at a wedding probably requires more time and thoughtfulness for a professional than preparing an hour lecture.

What is also quite common for communication professionals is being asked to prepare a speech for someone else. Public speeches are written for other people to deliver every day. Indeed, high-level business professionals often have limited formal communication training. The classic example is the presidential speech, typically written by a team of experienced speechwriters. Speechwriters are also familiar with the audience because the speechwriter works in the same organization as the speaker. Occasionally, however, a speechwriter is asked to prepare a speech for an audience with which the speechwriter is unfamiliar—a speech of introduction for a guest speaker, a memorial service for an accident victim, or a speech of farewell for a retiring employee.

Familiarity with a topic is not essential for writing an effective speech. As Aristotle suggested, if an engineer and a rhetorician (a trained speaker) were competing for a contract to build a wall around the city, the rhetorician would get the contract. This is because the first step in preparing any speech is to analyze the audience to find out things like how old they are, what their gender makeup is, what their educational level is, what their level of knowledge is about the topic, and what their interest level is in regard to the topic—something a professional communicator is trained to do.

Once information about the audience and occasion are known, you can begin to prepare an effective speech. Obviously a non-expert cannot prepare a speech on a highly technical topic; however, anyone, with a little training, can prepare a “special occasion speech” for almost any audience or speaker.

Meet with speakers by August 8 to brief each other on your speech topics (bring with you any background information you have to assist the writer).

Manuscripts are due for speakers by August 13.

Speeches will be delivered on July 15 (final manuscripts and an audience analysis due).

As the speaker

- Select a special occasion speech from the list on my Web site before June 13 and bring some information on that topic with you to give to your speechwriter <<http://homepages.wmich.edu/~mkent/cm105sos.html>>.
- Edit your own manuscript for final delivery, voice, errors, etc.
- Deliver the speech that was written for you in a fluent and polished manner.

Requirements as the Writer

- Length 3–6 minutes (at the speaker’s delivery rate, not yours).
- Prepare a manuscript, and an electronic copy, for the speaker.
- Submit a brief (one page) audience analysis with your final manuscript explaining how the makeup of the audience influenced your choice of words, examples, information covered, use of humor, etc.

Manuscripts should be double spaced, have wide margins (at least 1.25”), printed at 16–18 point (depending upon the font selected), and printed using a highly legible font (ask the recipient what their preference is). Include textual cues indicating when to pause (for laughter or applause), and be sure to include phonetic pronunciations for *all names* (e.g., “According to Bernays [ber-nays] and Kruckeberg [krewk-berg]...”) unless patently un-screw-up-able (e.g., Smith, Lee, etc.). Be sure not to break lines and to keep text together—such as names and pronunciations.

Verbal Forms of Support†

A speaker’s points remain unsupported assertions until backed up by some form(s) of support. The most frequently employed devices that a communicator may use to back up his/her claims are called “verbal forms of support.” The verbal forms of support are of two forms: (1) **clarification**: which includes illustration, specific instance, analogy, restatement, and explanation; and (2) **proof**: which includes testimony and statistics.



AIMED PRIMARILY AT CLARIFICATION

I. Illustration: Detailed stories (or anecdotes). *Effective illustrations are related to the point, representative and/or typical examples, and vivid in detail.*

- Factual illustrations are detailed stories about things that actually happened.
- Hypothetical illustrations are detailed story about things that have not happened but very likely could happen.

II. Specific Instance: Undefined stories or examples. *Specific instance are condensed factual illustrations. They are shorter than illustrations and lack imagery. They answer one of the questions: when?; where?; who?; what? and how.*

III. Analogy: A comparison or contrast (usually) involving that which is known to that which is unknown.

- Literal analogies are comparisons of like things—buildings to buildings, countries to countries, etc.
- Figurative analogies are comparisons of unlike things—apples to oranges, men to women, etc.

IV. Restatement: Rephrasing one’s point. Saying something in a different way to help clarify its meaning. Often used with quotes to explain their intent. *However, restatement is also used as a figure of speech—consider Martin Luther King’s “I Have a Dream” speech, for example, or Caesar’s “I came, I saw, I conquered.”*

V. Explanation: Making things clearer. Providing additional (or multiple) examples to help your audience understand your point

AIMED PRIMARILY AT PROOF

I. Testimony: Statements made by someone else to support a point. Often “experts” are employed. *Effective testimony consists of quotation from a person who is:*

- Qualified to speak on the subject.
- An expert on the subject.
- Who has first hand information.
- Who appears impartial.
- And who is accepted by the audience.

II. Statistics: Statistics are numerical figures used to show the proportion of some event, activity, or behavior; to show how many or few; or how great or small. *Statistics are figures but figures (which are merely numbers) are not statistics.*

- Those who compile statistics must use reliable methods and seek to remain unbiased if their statistics are to be perceived as reliable and valid (see AP stylebook for suggestions).

If all mankind minus one, were of one opinion, and only one person were of the contrary opinion, mankind would be no more justified in silencing that one person, than he, if he had the power, would be justified in silencing mankind.

John Stuart Mill

† Sections come from: Monroe, A. H. (1962). Principles and Types of Speech, chapter 12. Chicago, IL: Scott Foresman and Co.

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This coupon entitles the bearer to one of the following (check box):

- Eliminate or reduce a late penalty on one written assignment (depending upon the severity of the infraction).
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- Rewrite one assignment (not already an A- or above) within one week of it being returned.
- Make one “deal” with the instructor.**



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- Obtain a makeup exam.
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