**COMM 1100 Human Communication**

**WORKBOOK B**

***for use with the Essential Communication text***

**"A speaker should approach speech preparation not by what he or she wants to say, but by what he or she wants to learn." - Todd Stocker**

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions**

**DO NOT LOSE THIS WORKBOOK**

A. Read the assigned chapter before class.   
B. Complete the workbook entry before class.   
C. Bring workbook to class to be checked for completion in the first 10 minutes.   
D. Use the workbook during class to facilitate class discussion.   
E. Use the workbook to prepare for assignments and study for unit exams.   
  
  
**Scoring**

-15 points per entry for completion prior to arriving in class (6 entries)

**SPEECH B - Inform-Process - 100 points Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Write a speech that explains a process or procedure to your audience. Consider topics that reflect your audience's current knowledge and ability - "how to tie your shoes" and "how to reconfigure a particle accelerator" are both poor topics for the audience you have.   
  
**Assignment Specifics**1. **Delivery Method**: The speech should be delivered extemporaneously

2. **Organization**: chronological procedure, topical of procedures, or history/materials/procedure

3. **Time limit**: 4:30-5:00; finishing outside of this window will cost you points

4. **Oral footnotes**: you must cite five sources (source + credibility + information)  
5. **Paperwork**: submit a typed outline/works cited with the speech (see page 184, 226)  
6. **Visual Aids**: AV/Tech not allowed. 1 required prop; must be setup in less than 10 seconds

7. **Artifacts**: business casual dress or topic supporting dress required

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item | Excel | Good | Avg. | Fair | Poor | N/A | Misc |
| Attention Getter | 3 |  | 2 |  | 1 | 0 |  |
| Topic/Central Idea/Thesis | 3 |  | 2 |  | 1 | 0 |  |
| Credibility | 3 |  | 2 |  | 1 | 0 |  |
| Value for Audience | 3 |  | 2 |  | 1 | 0 |  |
| Preview of Ideas | 3 |  | 2 |  | 1 | 0 |  |
| Organization of Ideas | 5 | 4 | 3 | 2 | 1 | 0 |  |
| Transitions & Signposts | 3 |  | 2 |  | 1 | 0 |  |
| Oral Footnotes (1 pts each) | 5 | 4 | 3 | 2 | 1 | 0 |  |
| Credibility of Sources (1pts e) | 5 | 4 | 3 | 2 | 1 | 0 |  |
| Good use of evidence | 6 |  | 4 |  | 2 | 0 |  |
| Varied evidence forms | 6 |  | 4 |  | 2 | 0 |  |
| Review of Ideas | 3 |  | 2 |  | 1 | 0 |  |
| Closing Thought | 3 |  | 2 |  | 1 | 0 |  |
| Paralanguage | 4 | 3 | 2 |  | 1 | 0 |  |
| Verbal Pauses | 5 | 4 | 3 | 2 | 1 | 0 |  |
| Eye Contact | 5 | 4 | 3 | 2 | 1 | 0 |  |
| Stance & Gesture | 4 | 3 | 2 |  | 1 | 0 |  |
| Expression & Energy | 4 | 3 | 2 |  | 1 | 0 |  |
| Visual Aid | 3 |  | 2 |  | 1 | 0 |  |
| Time | 5 | 4 | 3 | 2 | 1 | 0 |  |
| Appearance/ Artifacts | 5 | 4 | 3 | 2 | 1 | 0 |  |
| Outline | 7 | 6 | 4 | 2 | 1 | 0 |  |
| Works Cited | 7 | 6 | 4 | 2 | 1 | 0 |  |
| MISC | | | | | | | Total Points /100  Letter Grade |

**WB B, Entry 1** - Read ch. 12 & pg. 209-213 before class and answer the following items in your own words. Explain your answers. Provide examples. Bring your workbook to our next class.

What is **audience analysis**?

**Contextual analysis for speeches** asks: “**Where** will you give your speech?” You can’t know all of the details, but you can make educated guesses. Answer the following questions:

|  |  |
| --- | --- |
| How big is the room? |  |
| Is there a lectern/podium for notes? |  |
| Are there audio/visual systems you may use? |  |
| How long are you allowed to speak? |  |
| Why are you addressing this group? |  |

Based on your answers above, **what** should you include in your speech?

**Demographic audience analysis for speeches** asks: “**Who** will be in your audience?” You can’t always know for certain, but you can make educated guesses. Analyze your audience below:

|  |  |
| --- | --- |
| How old are they? |  |
| What do they do for money? |  |
| Where do they live? |  |
| What education do they have? |  |
| What do you expect are their political views? |  |
| What do you expect are their religious views? |  |
| What do you expect are their cultural backgrounds? |  |
| What do they do for fun? |  |
| What knowledge do they share? |  |
| What do they need to learn about? |  |

Based on your answers above, **what** topics might your audience be interested in?

What is the difference between **attitudes, beliefs, and values**? Draw a visual representation of the relationship between the three things.

What are the **six steps of planning a speech**?

What could you do an **informative** speech about? Fill in some ideas below:

|  |  |  |
| --- | --- | --- |
| Area | **Idea** | A relevant **process** in that idea |
| Objects that I use or know a lot about | e.g. *My Computer* | e.g. *How to build a PC to save money* |
| Actions that are important to me |  |  |
| Ideas I believe in |  |  |
| My hobbies |  |  |
| My job (or past jobs) |  |  |
| What I love to read about online |  |  |
| My favorite subjects in school |  |  |
| My career path or aspects of my future job |  |  |
| Things going on in the world I care about |  |  |

What is your **general speaking purpose** for Speech B? What are the other **general purposes**?   
  
  
  
  
  
What are **three criteria for an effective specific purpose statement**?

What is a **thesis statement?**

When gathering sources, what is **confirmation bias**? What is a **filter bubble?**What are **three ways to evaluate online information?**

*Page 209-213*What is the difference between **informative and persuasive speeches?**   
  
  
  
  
What are **four techniques for informative speaking**?

Define **signposts** and provide some examples.

How do we **make it easy for the audience to listen?**

Choose your two *best ideas based on context and audience.* For example, you wouldn’t do a speech demonstrating how to perform an autopsy since that wouldn’t work in the classroom context we have, and you wouldn’t do a speech about the best retirement homes in the area because that wouldn’t take into account the interests and typical age of your audience members. Once you have two good ideas that work for your context and audience, fill in the chart below.

|  |  |  |
| --- | --- | --- |
|  | **First Good Idea** | **Second Good Idea** |
| General Purpose |  |  |
| Specific Purpose |  |  |
| Why does this relate to my audience? |  |  |
| Why does this work with my context? |  |  |
| Point  (*the big idea for the speech*) |  |  |
| Points  (*what will frame the main ideas*) |  |  |
| What is the process you are ultimately explaining? (assignment requirement) |  |  |
| What can you assume your audience knows about this already? (*so you can skip*) |  |  |
| What can you assume your audience needs to learn? (*so what do you have to cover*)? |  |  |

**You will complete this page during class. Do not complete it in advance.**   
  
Planning a Speech Topic in Practice

|  |  |
| --- | --- |
| IDEA | RESPONSE – WORTH DOING? |
|  |  |
|  |  |
|  |  |
|  |  |

WHAT I NEED TO FIGURE OUT NEXT

|  |
| --- |
|  |

**WB B, Entry 2** - Read ch. 12 (again) before class and answer the following items in your own words. Explain your answers. Provide examples. Bring your workbook to our next class.

What are the **five functions** of an **introduction?**

Draft your Speech B introduction below.

|  |  |  |
| --- | --- | --- |
| **Intro Step** | **Definition** | **What I’ll use for Speech B** |
| 1 Attention Step | Grab audience attention |  |
| 2 State Topic | Topic of speech |  |
| 3 Value Step | Why should audience care? (“relevance”) |  |
| 4 Thesis Statement | Single sentence that explains the point |  |
| 5 Credibility | Why should audience listen to me on this topic? |  |
| 6 Preview | List the main ideas |  |

*Example Introduction: “*[1]*55% of Americans do not own a single share of stock, yet we all think about the stock market when we talk about the health of the economy.* [2] *Hi, my name is Steve and I’m here to teach you how to read the economy,* [3] *and any of you that ever want to own a home or property need to learn how to do this.* [4] *Americans make bad financial decisions because they don’t know how to read macroeconomic information,* [5] *which I learned about as an economics major here at GHC.* [6] *In the next few minutes, I’ll explain the problem of reading the stock market and propose using national wage-debt ratios as a much better alternative, in order to help all of you make better financial decisions in the future.*”

There are 9 **Ways to Capture Audience Attention** (also called **Attention Grabbers)** in the chapter. Choose your favorite 3 forms, explain them here, and provide an example.

What is important about **conclusions** in a speech?

Draft your Speech B conclusion below.

|  |  |  |
| --- | --- | --- |
| **Intro Step** | **Definition** | **What I’ll use for Speech B** |
| 1 Signal End | Indicate the conclusion is starting |  |
| 2 Review Main Ideas | List the main ideas |  |
| 3 Restate Thesis | Single sentence that explains the point |  |
| 4 Restate Value | Why should audience care? (“relevance”) |  |
| 5 Closing statement | A memorable closing line (quote, dramatic statement, etc) |  |

*Example Conclusion: “*[1] *So let’s review what we’ve discussed…* [2] *reading the stock market to understand the economy is a major problem, but the national wage-debt ratios are an effective alternative that solves that problem.* [3] *If we don’t want to make bad financial decisions, we have to know how to read macroeconomic information,* [4] *so anyone in here that wants to own a home needs to remember: don’t focus on the stock market!* [5] *As the famous investor Warren Buffet said: “If we knew what to look for, we’d all be rich, and wouldn’t that be grand?”*

What is important about **transitions** in a speech?

Explain and provide an example for each of the **Types of Supporting Material**.

|  |  |  |
| --- | --- | --- |
| Type | Explain | Example |
| Definitions |  |  |
| Examples |  |  |
| Statistics |  |  |
| Analogies/ Comparisons |  |  |
| Anecdotes |  |  |
| Quotations/ Testimony |  |  |

Find at least two sources you might use for your speech and fill in the information below.

|  |  |  |
| --- | --- | --- |
|  | **First source** | **Second source** |
| Author |  |  |
| Publication |  |  |
| Date |  |  |
| Title |  |  |
| Why is this source credible? |  |  |
| Direct Quote that I could use from this source |  |  |
| Paraphrase of something useful from this source |  |  |

Once you have your specific speaking purpose and a focused topic, you can start to plan out your main ideas. It usually helps the speaker and the audience if they main ideas are **patterned**. Save this table space for in-class discussion.

|  |  |  |
| --- | --- | --- |
| **Pattern** | **Explanation** | **Example** |
| Chronological | Main ideas are a sequence of events or steps in a process | Main Idea I: Pollution in 1800s Main Idea II: Pollution in 1900s Main Idea III: Pollution in 2000s |
| Topical |  | I: II: III: |
| Spatial |  | I: II: III: |
| Causal |  | I: II: |
| Problem Solution |  | I: II: |

What are the **main points** of your speech? How will you **organize** them?

**You will complete this page during class. Do not complete it in advance.**   
  
Informative Speaking in Practice

**WB B, Entry 3** - Answer the following items in your own words. Explain your answers. Provide examples. Bring your workbook to our next class.

**Revise** your Speech B introduction below and write it below.

|  |  |  |
| --- | --- | --- |
| **Intro Step** | **Definition** | **What I’ll use for Speech B** |
| 1 Attention Step | Grab audience attention |  |
| 2 State Topic | Topic of speech |  |
| 3 Value Step | Why should audience care? (“relevance”) |  |
| 4 Thesis Statement | Single sentence that explains the point |  |
| 5 Credibility | Why should audience listen to me on this topic? |  |
| 6 Preview | List the main ideas |  |

**Revise** your Speech B conclusion and write it below.

|  |  |  |
| --- | --- | --- |
| **Intro Step** | **Definition** | **What I’ll use for Speech B** |
| 1 Signal End | Indicate the conclusion is starting |  |
| 2 Review Main Ideas | List the main ideas |  |
| 3 Restate Thesis | Single sentence that explains the point |  |
| 4 Restate Value | Why should audience care? (“relevance”) |  |
| 5 Closing statement | A memorable closing line (quote, dramatic statement, etc) |  |

Using page 184 as a guide, craft a preliminary preparation outline here. You’ll focus on the body matter because the introduction and conclusion are already mapped out on the prior pages.

**Body:   
  
Transition/Link:**

**I. First Main Point**

1. **Sub-point**
2. **Sub-point**

**Transition/Link:**

**II. Second Main Point**

1. **Sub-point**
2. **Sub-point**

**Transition/Link:**

**III. Third Main Point**

1. **Sub-point**
2. **Sub-point**

**Transition/Link:**

What are the **five sources** you’ll put on your required typed works cited page and also say verbally in the content of Speech B?   
  
1.   
  
2.   
  
3.   
  
4.   
  
5.

Once you have finished your rough draft, get a friend or family member to watch you deliver it. After you deliver the speech, ask them about each of the areas below and write down the feedback you receive. (After the speech, **YOU** write what **THEY** said)

|  |  |
| --- | --- |
| Category | Feedback |
| Introduction |  |
| Main Ideas |  |
| Transitions |  |
| Supporting Material |  |
| Physical Delivery (body language) |  |
| Verbal Delivery |  |
| Conclusion |  |
| Time/Pacing |  |

**You will complete this page during class. Do not complete it in advance.**

Public Speaking in Practice (After the speech, **YOU** write what **THEY** said)

|  |  |
| --- | --- |
| Category | Feedback |
| Introduction |  |
| Main Ideas |  |
| Transitions |  |
| Supporting Material |  |
| Physical Delivery (body language) |  |
| Verbal Delivery |  |
| Conclusion |  |
| Time/Pacing |  |

**SPEECH C - Persuade - Politics - 125 points Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Write a speech that takes a stand on a current political issue and asks your audience to take action in a specific way. The issue should have some relevance in the lives of your audience, and the goal should be achievable enough that your audience can take action to realize that change.   
  
**Assignment Specifics**1. **Delivery Method**: The speech should be delivered extemporaneously

2. **Organization**: Problem/Cause/Solution or Monroe's Motivated Sequence

3. **Time limit**: 5:30-6:00; finishing outside of this window will cost you points

4. **Oral footnotes**: you must cite six sources (source + credibility + information)  
5. **Paperwork**: submit a typed outline/works cited with the speech (see page 184, 230)  
6. **Visual Aids**: AV/Tech not allowed. 1 required prop; must be setup in less than 10 seconds.

7. **Artifacts**: business casual dress or topic supporting dress required

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item | Excel | Good | Avg. | Fair | Poor | N/A | Misc |
| Attention Getter | 3 |  | 2 |  | 1 | 0 |  |
| Topic/Central Idea/Thesis | 3 |  | 2 |  | 1 | 0 |  |
| Credibility | 3 |  | 2 |  | 1 | 0 |  |
| Value for Audience | 3 |  | 2 |  | 1 | 0 |  |
| Preview of Ideas | 3 |  | 2 |  | 1 | 0 |  |
| Organization of Ideas | 7 | 6 | 4 | 2 | 1 | 0 |  |
| Transitions & Signposts | 5 | 4 | 3 | 2 | 1 | 0 |  |
| Oral Footnotes (1 pts each) | 6 | 5 | 4 | 3 | 2 / 1 | 0 |  |
| Credibility of Sources (1pts e) | 6 | 5 | 4 | 3 | 2 / 1 | 0 |  |
| Good use of evidence | 6 |  | 4 |  | 2 | 0 |  |
| Varied evidence forms | 6 |  | 4 |  | 2 | 0 |  |
| Review of Ideas | 5 | 4 | 3 | 2 | 1 | 0 |  |
| Closing Thought | 5 | 4 | 3 | 2 | 1 | 0 |  |
| Paralanguage | 5 | 4 | 3 | 2 | 1 | 0 |  |
| Verbal Pauses | 10 | 8 | 6 | 4 | 2 | 0 |  |
| Eye Contact | 10 | 8 | 6 | 4 | 2 | 0 |  |
| Stance & Gesture | 7 | 6 | 4 | 2 | 1 | 0 |  |
| Expression & Energy | 5 | 4 | 3 | 2 | 1 | 0 |  |
| Visual Aid | 3 |  | 2 |  | 1 | 0 |  |
| Time | 5 | 4 | 3 | 2 | 1 | 0 |  |
| Appearance/ Artifacts | 5 | 4 | 3 | 2 | 1 | 0 |  |
| Outline | 7 | 6 | 4 | 2 | 1 | 0 |  |
| Works Cited | 7 | 6 | 4 | 2 | 1 | 0 |  |
| MISC | | | | | | | Total Points /125  Letter Grade |

**WB B, Entry 4** - Read page 214-225 before class and answer the following items in your own words. Explain your answers. Provide examples. Bring your workbook to our next class.

What is the difference between a **speech to change behavior** and a **speech to change attitude?**   
  
  
  
  
Your Speech C assignment is a **persuasive speech to change behavior.** How will you **adapt to your audience** for this speech? *Think about the specific audience you’ll be addressing, and it might be helpful to reconsider the audience analysis material from entry 1.*   
  
  
  
  
  
How do we **establish common ground**?   
  
  
  
  
What are the **three components of credibility**?

For this assignment, you must take a position on a current political issue and ask your audience to take action in a specific way (a change in behavior). Brainstorm some possible topics below:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Issue | My Position | Action for Audience |
| Ex: | *Climate Change* | *CC is a big deal and we need to switch to Clean Energy* | *Vote for Bob Smith in November, because he’ll help Georgia build clean energy plants.* |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |

Explain the pieces of **Aristotle’s triad**. (Save space to add a fourth term and explanation).

Choose your two *best ideas based on context and audience.* For example, you wouldn’t do a speech persuading your audience to harm a politician, since that violates your Student Code of Conduct, which you have to follow in the classroom context, and you wouldn’t do a speech persuading your audience to donate $2000 to a political campaign because that wouldn’t take into account the financial situation of your audience members. Once you have two good ideas that work for your context and audience, fill in the chart below.

|  |  |  |
| --- | --- | --- |
|  | **First Good Idea** | **Second Good Idea** |
| General Purpose |  |  |
| Specific Purpose |  |  |
| Why does this relate to my audience? |  |  |
| Why does this work with my context? |  |  |
| Point  (*the big idea for the speech*) |  |  |
| Points  (*what will frame the main ideas*) |  |  |
| What can you assume your audience knows about this already? (*so you can skip*) |  |  |
| What can you assume your audience needs to learn? (*so what do you have to cover*)? |  |  |

**Choose a topic from those mapped above to continue with speech preparation.**

What is the **basic argument**, **problem,** and **solution** in your speech?

What is the **expected outcome**? (What do you want your audience to do?)

Explain the five steps of **Monroe’s Motivated Sequence.**

What is the relationship between a **claim** and a **sub-claim**? Provide an example of a few claims and sub-claims that you could use with your speech.

Once you have your specific speaking purpose and a focused topic, you can start to plan out your main ideas. It usually helps the speaker and the audience if they main ideas are **patterned**. For Speech C, you can use Monroe’s Motivated Sequence or Problem-Cause-Solution.

|  |  |
| --- | --- |
| **My Speech Using Monroe** | **My Speech Using Problem-Cause-Solution** |
| Body  I. Attention  II. Need  III. Satisfaction  IV. Visualization  V. Action | Body  I. Problem  II. Cause of Problem    III. Solution to Problem |

Which organization of main ideas above do you think is more effective?   
Choose one of the above to use for your speech.

What is **evidence**?

Find at least two sources you might use for your speech and fill in the information below.

|  |  |  |
| --- | --- | --- |
|  | **First source** | **Second source** |
| Author |  |  |
| Publication |  |  |
| Date |  |  |
| Title |  |  |
| Why is this source credible? |  |  |
| Direct Quote that I could use from this source |  |  |
| Paraphrase of something useful from this source |  |  |

Draw and label **the Toulmin model**. What is **the point of the Toulmin model?**

What are **Six Common Fallacies** and how can we **avoid them**?

**You will complete this page during class. Do not complete it in advance.**   
  
Persuasion in Practice

**WB B, Entry 5** - Read chapter 13 before class and answer the following items in your own words. Explain your answers. Provide examples. Bring the workbook to our next class.  
  
What is the difference between **facilitative speech anxiety** and **debilitative speech anxiety**?

*Take the Assessment on page 196. What was your result? Do you agree with it?*

What are **four fallacies** that relate to **irrational fears about public speaking**?

How can we **overcome debilitative speech anxiety?**

What are the four **types of delivery**? (Speech B and C are extemporaneous assignments)

What are the major differences between **objects/models, diagrams,** and **charts?**

Every form of visual aid (prop) has pros and cons. What are some for each?

|  |  |  |
| --- | --- | --- |
| **Form** | **Pros** | **Cons** |
| Chalkboard Whiteboard |  |  |
| Flip Pad Poster Board |  |  |
| Projector |  |  |
| Other Electronic Media |  |  |
| Slideware |  |  |

What are the **rules for using visual aids effectively**?

How should we **practice speeches** (four steps)?

Explain each **Visual** and **Auditory Aspect of Delivery** and remark on how an effective public speaker should utilize them.

|  |  |  |
| --- | --- | --- |
| Aspect | Explanation | How to Use it |
| *Appearance* | *Attractive but not flashy, more credible when businesslike, carefully put together* | *Clean, business casual outfit, dark colors, no flashy jewelry or text* |
| Movement |  |  |
| Posture |  |  |
| Facial Expression |  |  |
| Eye Contact |  |  |
| Volume |  |  |
| Rate |  |  |
| Pitch |  |  |
| Articulation |  |  |

**Draft** your Speech C introduction below and write it below.

|  |  |  |
| --- | --- | --- |
| **Intro Step** | **Definition** | **What I’ll use for Speech B** |
| 1 Attention Step | Grab audience attention |  |
| 2 State Topic | Topic of speech |  |
| 3 Value Step | Why should audience care? (“relevance”) |  |
| 4 Thesis Statement | Single sentence that explains the point |  |
| 5 Credibility | Why should audience listen to me on this topic? |  |
| 6 Preview | List the main ideas |  |

**You will complete this page during class. Do not complete it in advance.**   
  
VERSE in Practice

|  |  |  |
| --- | --- | --- |
| **VERSE** | **Meaning** | **Feedback** |
| V |  |  |
| E |  |  |
| R |  |  |
| S |  |  |
| E |  |  |

**WB B, Entry 6** – Draft Speech C using these pages.

**Revise** your Speech C introduction below and write it below.

|  |  |  |
| --- | --- | --- |
| **Intro Step** | **Definition** | **What I’ll use for Speech B** |
| 1 Attention Step | Grab audience attention |  |
| 2 State Topic | Topic of speech |  |
| 3 Value Step | Why should audience care? (“relevance”) |  |
| 4 Thesis Statement | Single sentence that explains the point |  |
| 5 Credibility | Why should audience listen to me on this topic? |  |
| 6 Preview | List the main ideas |  |

**Revise** your Speech C conclusion and write it below.

|  |  |  |
| --- | --- | --- |
| **Intro Step** | **Definition** | **What I’ll use for Speech B** |
| 1 Signal End | Indicate the conclusion is starting |  |
| 2 Review Main Ideas | List the main ideas |  |
| 3 Restate Thesis | Single sentence that explains the point |  |
| 4 Restate Value | Why should audience care? (“relevance”) |  |
| 5 Closing statement | A memorable closing line (quote, dramatic statement, etc) |  |

Using page 184 as a guide, craft a preliminary preparation outline here. You’ll focus on the body matter because the introduction and conclusion are already mapped out on the prior pages.

**Body (note, if you use Monroe you’ll have 5 points in the body, not 3):   
  
Transition/Link:**

**I. First Main Point**

1. **Sub-point**
2. **Sub-point**

**Transition/Link:**

**II. Second Main Point**

1. **Sub-point**
2. **Sub-point**

**Transition/Link:**

**III. Third Main Point**

1. **Sub-point**
2. **Sub-point**

**Transition/Link:**

What are the **six sources** you’ll put on your required typed works cited page and also say verbally in the content of Speech C?   
  
1.   
  
2.   
  
3.   
  
4.   
  
5.   
  
6.

Once you have finished your rough draft, get a friend or family member to watch you deliver it. After you deliver the speech, ask them about each of the areas below and write down the feedback you receive. (After the speech, **YOU** write what **THEY** said)

|  |  |
| --- | --- |
| Category | Feedback |
| Introduction |  |
| Main Ideas |  |
| Transitions |  |
| Supporting Material |  |
| Physical Delivery (body language) |  |
| Verbal Delivery |  |
| Conclusion |  |
| Time/Pacing |  |

**You will complete this page during class. Do not complete it in advance.**

Public Speaking in Practice (After the speech, **YOU** write what **THEY** said)

|  |  |
| --- | --- |
| Category | Feedback |
| Introduction |  |
| Main Ideas |  |
| Transitions |  |
| Supporting Material |  |
| Physical Delivery (body language) |  |
| Verbal Delivery |  |
| Conclusion |  |
| Time/Pacing |  |

**Study Guide for Exam Two   
  
-** Exam One is worth 75 points out of 1000 in the course (7.5% of course grade).  
- You will not be allowed to use notes, the workbook, or the textbook during the exam.   
- You do not need a scantron but may decide to bring *blank* sheets of paper to write on.

**Exam Details**

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Section A: 19 multiple choice questions worth 1 point each  
 *Study tip: focus on vocabulary and 'lists,' such as value steps, organization patterns, etc.*

Sample question:   
Which of the following *value steps* involves satisfying curiosity or discussing new discoveries?

a. Financial b. Social c. Physical d. Intellectual e. Professional

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Section B: 3 models worth a total of 11 points. You will draw the model and label it.  
 *Study tip: redo any section in the workbook that said "Draw and label..." without notes.*

Sample question:  
Draw and label Monroe’s Motivated Sequence (5 points)  
  
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Section C: 9 short answer questions worth 5 points each, for a total of 45 points.   
 *Study tip: review anything in the workbook that said "Explain and give an example for..."*   
  
Sample question:   
Identify and explain each of the SIX parts of an introduction.

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