

# *Using Your Speech Power!*

## *Workbook*

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## ***Workbook***

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Steven Ginley, 1982-2018

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## Chapter 2 Exercises

### Putting Theory Into Practice Exercises

#### General Purpose Exercise

25 speech topics are listed below. Fill in the blank with the most likely General Purpose for each topic. Remember, persuasive speeches convince, informative speeches educate and entertainment speeches amuse the audience.

1. \_\_\_\_\_ Topic: The most brilliant American Civil War General was Robert E. Lee.
2. \_\_\_\_\_ Topic: Left-handed people are better looking.
3. \_\_\_\_\_ Topic: Four changes made in this year's tax laws
4. \_\_\_\_\_ Topic: The Confederate attack on Fort Sumter
5. \_\_\_\_\_ Topic: The Earth has been visited by extra-terrestrials.
6. \_\_\_\_\_ Topic: How to perform the Heimlich Maneuver
7. \_\_\_\_\_ Topic: Sure-fire, sneaky ways of getting out of a blind date
8. \_\_\_\_\_ Topic: Late term abortion should be prohibited.
9. \_\_\_\_\_ Topic: Ask your cat if you want good advice.
10. \_\_\_\_\_ Topic: Everyone should take a Speech class.
11. \_\_\_\_\_ Topic: Alexander Dumas' novel "The Count of Monte Cristo" is superior to his "The Three Musketeers."
12. \_\_\_\_\_ Topic: Our Federal Income Tax should be replaced by a flat 17% tax rate for everyone.
13. \_\_\_\_\_ Topic: Despite the official ruling of suicide, Marilyn Monroe's death was actually a homicide.
14. \_\_\_\_\_ Topic: Three new computer courses now being offered by State University
15. \_\_\_\_\_ Topic: My fondest memory of my father is of our first fishing trip to Canada.
16. \_\_\_\_\_ Topic: Explaining tornado safety procedures
17. \_\_\_\_\_ Topic: The Roe v. Wade decision of the Supreme Court made abortion legal in America.
18. \_\_\_\_\_ Topic: Explaining the ways baseball pitchers earn a "save"
19. \_\_\_\_\_ Topic: The baseball "save" should be abolished.
20. \_\_\_\_\_ Topic: The 90's best football team was the Dallas Cowboys.
21. \_\_\_\_\_ Topic: Pineapple-banana cake recipe
22. \_\_\_\_\_ Topic: A college education is a necessity.
23. \_\_\_\_\_ Topic: Various techniques for dealing with speech nervousness
24. \_\_\_\_\_ Topic: Why I enjoy model railroading as a hobby
25. \_\_\_\_\_ Topic: The legal driving age should be raised.



## *Narrowing, Specific Purpose and Thesis Statement Exercise*

Even if the topic remains the same, changing your General Purpose will change the way you approach the topic of your speech. Four speech topics are written below. Narrow each topic. Then, write persuasive, informative and entertainment Specific Purposes and Thesis Statements for each topic.

**Topic:** Basketball

***Persuasive Speech***

Narrowed Topic:

Specific Purpose:

Thesis Statement:

***Informative Speech***

Narrowed Topic:

Specific Purpose:

Thesis Statement:

***Entertainment Speech***

Narrowed Topic:

Specific Purpose:

Thesis Statement:

**Topic:** Pets

***Persuasive Speech***

Narrowed Topic:

Specific Purpose:

Thesis Statement:

***Informative Speech***

Narrowed Topic:

Specific Purpose:

Thesis Statement:

***Entertainment Speech***

Narrowed Topic:

Specific Purpose:

Thesis Statement:

**Topic:** College

***Persuasive Speech***

Narrowed Topic:

Specific Purpose:

Thesis Statement:

***Informative Speech***

Narrowed Topic:

Specific Purpose:

Thesis Statement:

***Entertainment Speech***

Narrowed Topic:

Specific Purpose:

Thesis Statement:

**Topic:** Food

***Persuasive Speech***

Narrowed Topic:

Specific Purpose:

Thesis Statement:

***Informative Speech***

Narrowed Topic:

Specific Purpose:

Thesis Statement:

***Entertainment Speech***

Narrowed Topic:

Specific Purpose:

Thesis Statement:



## *Organizational Pattern Exercise*

Beginning below and continuing on the next page are several Thesis Statements and main points. In the spaces provided, write the organizational pattern used in each set of main points.

a. **Organizational Pattern:** \_\_\_\_\_ b. **Organizational Pattern:** \_\_\_\_\_

**Thesis Statement:** Here is this summer's recreational schedule.

- I. June
- II. July
- III. August

**Thesis Statement:** Several factors contributed to the fatal car accident.

- I. It was raining heavily.
- II. The van was speeding.
- III. Alcohol was involved.

c. **Organizational Pattern:** \_\_\_\_\_ d. **Organizational Pattern:** \_\_\_\_\_

**Thesis Statement:** Our company has research teams on every continent.

- I. North America
- II. South America
- III. Africa
- IV. Australia
- V. Asia
- VI. Europe
- VII. Antarctica

**Thesis Statement:** You should follow these steps when writing your speech body.

- I. Determine your general purpose
- II. Choose a topic
- III. Gather your material
- IV. Write a specific purpose.
- V. Write a thesis statement.
- VI. Write the speech body in outline form.

e. **Organizational Pattern:** \_\_\_\_\_ f. **Organizational Pattern:** \_\_\_\_\_

**Thesis Statement:** Let's take a look at this year's Chicago Cubs team.

- I. Pitching
- II. Hitting
- III. Fielding

**Thesis Statement:** The Chicago Cubs will win the World Series.

- I. They have good pitching.
- II. They have good hitting.
- III. They have good fielding.

g. **Organizational Pattern:** \_\_\_\_\_ h. **Organizational Pattern:** \_\_\_\_\_

**Thesis Statement:** The Chicago Bears are a better defensive football team than the Baltimore Ravens.

- I. Chicago Bears
  - A. Defensive line
  - B. Linebackers
  - C. Defensive backs
- II. Baltimore Ravens
  - A. Defensive line
  - B. Linebackers
  - C. Defensive backs

**Thesis Statement:** The Chicago Bears are a better defensive football team than the Baltimore Ravens.

- I. Defensive line
  - A. Chicago Bears
  - B. Baltimore Ravens
- II. Linebackers
  - A. Chicago Bears
  - B. Baltimore Ravens
- III. Defensive backs
  - A. Chicago Bears
  - B. Baltimore Ravens



**i. Organizational Pattern:** \_\_\_\_\_ **j. Organizational Pattern:** \_\_\_\_\_

**Thesis Statement:** Everyone should exercise.

- I. You should lift weights.
- II. You should jog.
- III. You should swim.

**Thesis Statement:** Everyone should exercise.

- I. You will look better.
- II. You will feel better.
- III. You will live longer.

**k. Organizational Pattern:** \_\_\_\_\_ **l. Organizational Pattern:** \_\_\_\_\_

**Thesis Statement:** Everyone should exercise.

- I. Too many Americans are overweight.
- II. Aerobic exercise is the best program.
- III. An exercise program offers many benefits.

**Thesis Statement:** Everyone should exercise.

- I. Before beginning an exercise program see your doctor for a physical.
- II. Then, see one of the trainers in the Fitness Center to put your program together.
- III. Finally, you're ready to start exercising.

**m. Organizational Pattern:** \_\_\_\_\_ **n. Organizational Pattern:** \_\_\_\_\_

**Thesis Statement:** There is a serious illegal drug problem in our town.

- I. North side
- II. East side
- III. West side
- IV. South side

**Thesis Statement:** There are four major drugs involved in the illegal drug problem in our town.

- I. Marijuana
- II. Cocaine
- III. Heroin
- IV. Amphetamines

**o. Organizational Pattern:** \_\_\_\_\_ **p. Organizational Pattern:** \_\_\_\_\_

**Thesis Statement:** There is a serious illegal drug problem in our town.

- I. Young people don't believe the warnings about drug dangers.
- II. Drugs are readily available.
- III. Parents do not supervise their children.

**Thesis Statement:** There is a serious illegal drug problem in our town.

- I. Police report the number of drug-related arrests has doubled.
- II. Drug-related violence has risen dramatically.
- III. Area hospitals report a dramatic increase in drug overdose cases.

**q. Organizational Pattern:** \_\_\_\_\_ **r. Organizational Pattern:** \_\_\_\_\_

**Thesis Statement:** We must act to curb the flow of illegal drugs in our town.

- I. A drug awareness program should be started in our high school.
- II. We should crackdown on pushers.
- III. The existing curfew laws should be strictly enforced.

**Thesis Statement:** We must act to curb the flow of illegal drugs in our town.

- I. There is a serious illegal drug problem in our town.
- II. We should crackdown on pushers.
- III. Eliminating the pushers would curtail illegal drug availability.



## *Main Point Exercise*

Write main points using the listed organizational pattern for each of the Thesis Statements.

**a. Organizational Pattern: Procedural**

**Thesis Statement:** Making microwave popcorn is easy.

- I.
- II.
- III.
- IV.
- V.

**b. Organizational Pattern: Spatial**

**Thesis Statement:** Great Lakes water quality has improved since new laws were passed in 1999.

- I.
- II.
- III.
- IV.
- V.

**c. Organizational Pattern: Problem/Solution**

**Thesis Statement:** We must take action to stop vandalism in our neighborhood.

- I.
- II.
- III.

**d. Organizational Pattern: Topical**

**Thesis Statement:** We must take action to stop vandalism in our neighborhood.

- I.
- II.
- III.

**e. Organizational Pattern: Causal**

**Thesis Statement:** Severe drought has caused extensive damage statewide.

- I.
- II.
- III.

**f. Organizational Pattern: Spatial**

**Thesis Statement:** Severe drought has caused extensive damage statewide.

- I.
- II.
- III.

**g. Organizational Pattern: Comparative**

**Thesis Statement:** Daytona Beach is a better vacation spot than Fort Lauderdale.

- I.
  - A.
  - B.
  - C.
- II.
  - A.
  - B.
  - C.

**h. Organizational Pattern: Comparative**

**Thesis Statement:** Daytona Beach is a better vacation spot than Fort Lauderdale.

- I.
  - A.
  - B.
- II.
  - A.
  - B.
- III.
  - A.
  - B.



**i. Organizational Pattern: Chronological**

**Thesis Statement:** Flooding caused severe damage in several Midwestern states along the Mississippi River last summer.

I.

II.

III.

**k. Organizational Pattern: Spatial**

**Thesis Statement:** Flooding caused severe damage in several Midwestern states along the Mississippi River last summer.

I.

II.

III.

**m. Organizational Pattern: Spatial**

**Thesis Statement:** We should do a thorough cleaning of every room in this house.

I.

II.

III.

**o. Organizational Pattern: Causal**

**Thesis Statement:** We should do a thorough cleaning of every room in this house.

I.

II.

III.

**q. Organizational Pattern: Causal**

**Thesis Statement:** You should quit smoking cigarettes.

I.

II.

III.

**j. Organizational Pattern: Causal**

**Thesis Statement:** Flooding caused severe damage in several Midwestern states along the Mississippi River last summer.

I.

II.

III.

**l. Organizational Pattern: Topical**

**Thesis Statement:** We should offer relief to the Midwestern victims of last summer's Mississippi River floods.

I.

II.

III.

**n. Organizational Pattern: Topical**

**Thesis Statement:** We should do a thorough cleaning of every room in this house.

I.

II.

III.

**p. Organizational Pattern: Problem/Solution**

**Thesis Statement:** You should quit smoking cigarettes.

I.

II.

III.

**r. Organizational Pattern: Topical**

**Thesis Statement:** You should quit smoking cigarettes.

I.

II.

III.



# Chapter 3 Exercises

## Putting Theory Into Practice Exercises

### First Outlining Exercise

Put each group of notes into correct outline form on a separate sheet of paper. Keep the four outlining rules in mind. Then, determine the organizational pattern being used in each outline.

- a. The following notes have been divided into related groups. Put each group of notes into proper outline form.

**Specific Purpose:** to inform the audience about a modern orchestra's four major musical instrument sections

**Thesis Statement:** Modern orchestras have four major musical instrument sections.

**Organizational Pattern:** \_\_\_\_\_

**Group #1**

Trombones

Brass instruments

French horns

Trumpets

**Group #2**

Violins

Cellos

Stringed instruments

Violas

**Group #3**

Woodwind instruments

Saxophones

Clarinets

Flute

Alto clarinet

B flat clarinets

**Group #4**

Timpani drums

Bass drum

Percussion instruments

Drums

Xylophone

Snare drums

- b. The following notes have been divided into related groups. Put each group of notes into proper outline form.

**Specific Purpose:** to inform the audience of my morning routine

**Thesis Statement:** Here's what I do every morning after I wake up.

**Organizational Pattern:** \_\_\_\_\_

**Group #1**

Start the car

Garage

Put my books in the car trunk

**Group #2**

Get out of bed

Get my clothes out of the closet

Shut off my alarm clock

Bedroom

**Group #3**

Gargle

Using Crest toothpaste

Bathroom

And an Oral B toothbrush

Brush my teeth

Comb my hair in the mirror

**Group #4**

Cereal

Kitchen

Toast

Jam

Butter

Clean my dirty dishes

Make breakfast



### *First Outlining Exercise*

Put each group of notes into correct outline form on a separate sheet of paper. Keep the four outlining rules in mind. Then, determine the organizational pattern being used in each outline.

c. The following notes have been divided into related groups. Put each group of notes into proper outline form.

**Specific Purpose:** to persuade the audience to eat at Steve's Cafe

**Thesis Statement:** You should eat at Steve's Cafe.

**Organizational Pattern:** \_\_\_\_\_

#### **Group #1**

1. Air Conditioned
2. Various seating arrangements
3. Lunch counter with stools
4. Music playing in the background
5. Comfortable dining room
6. Intimate tables
7. Large booths

#### **Group #2**

1. Bus route stops at the door
2. Convenient location
3. Northwestern Commuter Railroad
4. On the corner of two streets
5. Illinois Central Commuter Railroad
6. Main Street
7. Close to public mass transportation
8. First Avenue
9. Close to two commuter train routes.

#### **Group #3**

1. American cheese
2. Fried chicken dinner
3. Extensive menu
4. Tomato sauce
5. Smoked sausage sandwich
6. Hamburger sandwich
7. White meat
8. Swiss cheese
9. Hot drinks
10. Orange soda
11. Mushroom sauce
12. Italian sausage sandwich
13. Hot tea
14. Ice tea
15. Polish sausage sandwich
16. Cheeseburger sandwich with cheese choices
17. Coca Cola
18. Meat loaf dinner with a choice of sauce
19. Coffee
20. Complete dinners
21. Cold drinks
22. Sausage sandwiches
23. Wide variety of beverages
24. B. B. Q. rib dinner
25. 7 Up
26. Pepsi Cola
27. Cheddar cheese
28. Sandwiches
29. Dark meat
30. Colas



## *Second Outlining Exercise*

Written below, in paragraph form, are two speech bodies. Using only the material in the order it is presented in each paragraph, put the paragraphs into outline form. Your outlines will contain a Thesis Statement and assorted outline points. Also, determine the Specific Purpose, Thesis Statement and the organizational pattern being used in each outline.

**a. Specific Purpose:** \_\_\_\_\_

**Thesis Statement:** \_\_\_\_\_

**Organizational Pattern:** \_\_\_\_\_

Here's how to begin writing a speech. First, select one of three general purposes for speeches. Persuasive speeches use subjective facts and convince the audience to change their opinions. Informative speeches educate the audience and use objective facts. Entertainment speeches amuse the audience. Next, choose a topic. Always choose a topic you find interesting. Choose your topic quickly. If you have difficulty choosing a topic look in recent publications such as magazines or newspapers, or reference books such as the Reader's Guide to Periodical Literature. The Reader's Guide shows you an extensive listing of topics and lets you see how much research is available on each topic. Lastly, you should narrow your chosen topic. Thirdly, write a specific purpose. Your specific purpose should have one major idea, be to the point and be worded in terms of the audience. Finally, write your thesis statement. The thesis statement is usually the first sentence in the speech body, It is always a complete sentence and is the most general statement in the speech.

**b. Specific Purpose:** \_\_\_\_\_

**Thesis Statement:** \_\_\_\_\_

**Organizational Pattern:** \_\_\_\_\_

A substantial number of people in this country face a bleak future because they are functionally illiterate. Since these people have never learned to read properly, they traditionally have trouble finding jobs. First of all, their lack of language skills severely limits the kind of work they can do. Secondly, a functionally illiterate person may have trouble filling out job applications. In addition, they frequently have limited vocabularies making it difficult for them to communicate effectively with other individuals in society. Our public-school systems must take steps to reduce illiteracy. Several steps could be taken at the high school level. All students could be required to attend four years of high school. The additional class time could be used to place extra emphasis on reading skills such as vocabulary, comprehension and speed reading. The ability to read at the high school level could become a graduation requirement. There would be many advantages to this plan. State aid to individual school districts would be increased due to the larger enrollment caused by the mandatory four-year attendance plan. Students who read well are better equipped to deal with society.



### *Third Outlining Exercise*

An outline gone WRONG!! The following outline breaks many outlining rules. Every outlining error is indicated by a number in parenthesis along the right-hand column. Correct the sixteen outlining errors in this outline gone wrong!!

**Specific Purpose:** to inform people about State University's classrooms (1)

**Organizational Pattern:** Procedural Order (2)

**Thesis Statement:** State University's classrooms. (3)

- I. First, State University has several large lecture classrooms.
  - A. University Hall
    1. Seats two hundred students. (4)
  - B. State Main Hall seats five hundred fifty students. (5)
    1. It has built-in television monitors on the stage, on the main floor and in the balcony (6)
    2. and a state-of-the-art sound system. (7)
- II. Second, State University has laboratories.
  - A. The Science Department has three labs.
    1. The new Physics Lab
      - a. That was built in 1998 and cost 3 million dollars (8)
      - b. As well as two biology labs. (9)
  - B. The Psychology Department has labs for child psychology and behavioral psychology courses. (10)
  - C. The Theatre Lab can be used for play performances or poetry readings. (11)
  - D. The Horticulture Lab
    1. Has a green house with plants and cacti. (12)
    2. The Horticulture Lab is under the supervision of Rachel Nicole, a nationally-known botanist with over thirty-five years of botanical experience. (13)
- III. Third, State University has numerous standard classrooms.
  - A. All classrooms have lecterns.
    1. Lightweight lecterns in the classrooms and
    2. Lecterns with built-in sound in the lecture halls. (14)
  - B. Each room has dry erase boards with red, black, blue and green markers. (15)
- IV. Fourth, classes are offered on three different schedules. (16)
  - A. Day classes
  - B. Night classes
  - C. Weekend classes



# *Chapter 5 Exercises*

## *Putting Theory into Practice Exercises*

### **Evidence Exercise**

It's easier to find something if you're looking for it. Assume you're doing a speech with the Specific Purpose, "to persuade the audience to quit smoking cigarettes". Create an evidence strategy. Show how you could use each evidence type in your speech. I've written one example for each type.

#### **FACTUAL EXAMPLES (true specific instances)**

1. locate list of cancer causing agents in cigarette smoke
- 2.
- 3.

#### **EXPANDED FACTUAL EXAMPLES (in-depth true stories)**

1. find the true story of a person who died from a smoking-related illness after smoking for most of their life
- 2.
- 3.
- 4.

#### **HYPOTHETICAL ILLUSTRATIONS (fictitious stories to prove perfect cases or predict the future)**

1. determine how much money a two-pack-a-day smoker would save each year *if* s/he quit smoking
- 2.
- 3.
- 4.

#### **STATISTICS (facts expressed as numbers)**

1. learn the amount of money spent by insurance companies for smoking-related illnesses.
- 2.
- 3.
- 4.

#### **TESTIMONY (quoting expert opinion)**

1. quote an emphysema sufferer explaining how s/he began smoking and how s/he regrets the decision
- 2.
- 3.
- 4.

#### **LITERAL ANALOGIES (comparing things from the same class)**

1. compare the number of deaths caused by smoking-related illnesses and AIDS
- 2.

#### **FIGURATIVE ANALOGIES (comparing things from different classes)**

1. compare cigarette smoking to committing slow-motion suicide
- 2.



## *Informative Speech Evidence Strategy*

Plan an evidence strategy for your Informative Speech. Write pieces of evidence you'll look for to strengthen your informative presentation.

**Specific Purpose: to inform the audience** \_\_\_\_\_

### **FACTUAL EXAMPLES**

- 1.
- 2.
- 3.

### **EXPANDED FACTUAL EXAMPLES**

- 1.
- 2.
- 3.
- 4.

### **HYPOTHETICAL ILLUSTRATION**

- 1.
- 2.
- 3.
- 4.

### **STATISTICS**

- 1.
- 2.
- 3.
- 4.

### **TESTIMONY**

- 1.
- 2.
- 3.
- 4.

### **LITERAL ANALOGIES**

- 1.
- 2.

### **FIGURATIVE ANALOGIES**

- 1.
- 2.



## Chapter 6 Exercises

### Putting Theory into Practice Exercises

#### Identify the Introduction Exercise

Each of the following introductions contains a device that gets attention, prepares the audience for the speech body or both. Identify the devices used in the following introductions.

1. \_\_\_\_\_ I'll be discussing the snow plowing plans for our side streets.
2. \_\_\_\_\_ Dearly beloved, we are gathered here to join this man and this woman in the bonds of holy matrimony.
3. \_\_\_\_\_ Did you know nearly 105,000 Union soldiers in the American Civil War were less than sixteen years old?
4. \_\_\_\_\_ "All they need is neglect! Try to be kind to them and you'll kill them for sure." According to Martin Davidson who has a crop of over 500 different cacti, "The best case for cacti is to ignore them. You'll never have a problem with a cactus if you just remember not to water it."
5. \_\_\_\_\_ "Did I request thee, Maker, from my clay to mould me Man, did I solicit thee From darkness to promote me?" With these words of "Adam" from Milton's *Paradise Lost* Mary Shelley begins one of the most frightening horror stories of our time; *Frankenstein*.
6. \_\_\_\_\_ It happened to the dinosaurs; it could happen to you! There may be as many as 10,000 asteroids whose orbits cross the Earth's orbit according to Brian G. Marsden, the Director of the International Union's Minor Planet Center. Our chances of being hit by one of them? Better than the chances of someone winning the lottery. "No big deal," you say? Remember, someone wins the lottery just about every week.
7. \_\_\_\_\_ A police officer told this story. "Absolutely the worst thing that happened with me was this nutcase copper. We had to pump our own gas into our squad cars, (and) traditionally everyone would just leave the nozzle on top of the pump because the next cars are all lined up; So I came in, I put it in the tank and turned the handle. I was...drenched...with gasoline. He had left the clip on, you know, keeping the nozzle open. And I want to tell you, gasoline comes out like a fire hose. It literally knocked me back up against the wall. I was wearing contact lenses at the time--full in the eyes. I started screaming and staggered backward out of the room. My contacts were melted in my eyes. A sergeant came running up--other people--dragged me... over to a sink and just ran the water and shoved my face in it because I was tearing at my eyes. They took me to the hospital. My eyelids were blistered top and bottom--the insides of my eyelids were blistered. They had to pick the contacts out. My eyelids were bandaged for six weeks and I didn't know if I was gonna be able to see. And no one can tell me that [expletive] did not do that on purpose. Because...when you fill a car, when it's full, that clicker clicks off. You would have to physically re-set it and set it back up there again." What had the police officer done that so enraged this "nutcase cop"? The police officer was a woman.



8. \_\_\_\_\_ It was a hot, moonless night in August of last year. The fire began with a spark in an overloaded electrical outlet in the seventy-year-old apartment building's basement. It quietly smoldered in the wall for several hours before bursting into flame. We were awakened by the first call to the firehouse at 3:33 in the morning. It took us less than ten minutes to reach the fire, but by then the building was a sheet of orange flame. When it was over nine bodies lay in the smoldering ruins and twelve people were injured. What's worse is it could have been prevented if the apartment building's smoke detectors had been in proper working order. As a five-year veteran of the city fire department, I can tell you this type of story happens far too often.
9. \_\_\_\_\_ Did you know people over sixty-five years of age are the leading consumers of cat and dog food in America today even though as an age group they own the fewest pets? Living on a fixed income can mean bare existence for many senior citizens. Don't dismiss this issue too lightly. These people over sixty-five are our grandparents. Someday they'll be our parents, and someday they'll be ourselves.
10. \_\_\_\_\_ "If I am the wisest it is only because I know I know nothing," was the Greek philosopher Socrates' response on hearing the Oracle of Apollo at Delphi had proclaimed him the wisest man in Greece. Most of what we know about Socrates comes from twenty-six dialogues written by his famous biographer, Plato. But, did you know Socrates had a second biographer, Xenophon who wrote four dialogues showing a side of Socrates not shown by Plato? Tonight, I'd like to tell you about Xenophon's Symposium, one of the nearly-forgotten dialogues of Socrates.
11. \_\_\_\_\_ The fact we're here tonight shows we all care deeply about the future of this high school's students. Even though you may personally disagree with my approach to solving the problem, we all agree the problem can only be solved by our working together.
12. \_\_\_\_\_ The scorching July sun had given way to a steamy, Pennsylvania night. Colonel Chamberlain's exhausted soldiers halted at a fork in the road. He wasn't sure which road led to the battle, Suddenly, the moon broke from behind a cloud and shone down on a lone rider in a tricorn hat, mounted on a pale horse. Silently, he cantered down one of the roads and, turning slightly, beckoned them to follow. "Men waved their hats and cheered until they were hoarse," Chamberlain later wrote of that moment. The word spread, General George Washington had come to lead them to the battle. The next day Chamberlain and his men were pinned down in a desperate battle. His troops' ammunition nearly exhausted, Chamberlain ordered, "Fix bayonets! Charge!" For a moment Chamberlain's men froze, but then George Washington, mounted, sword raised high in his hand appeared again and beckoned them to follow. Though outnumbered, Chamberlain's Maine farmers and fishermen swarmed down the hill and drove the enemy back. Three facts make this story unusual. First, it occurred at Gettysburg, Pennsylvania,. Second, the enemy wore Confederate gray, and third, the date was July 2, 1863, over sixty-three years after George Washington died. This is just one of the many Civil War Ghost stories I'll be telling you today.



## Chapter 7 Exercises

### Putting Theory into Practice Exercises - Communication

Fill in the blank with the communication term being described.

1. \_\_\_\_\_ Information sent in the communication process
2. \_\_\_\_\_ Large group communication
3. \_\_\_\_\_ Touching is an example of this message hint.
4. \_\_\_\_\_ The pathway the message travels
5. \_\_\_\_\_ The message's source
6. \_\_\_\_\_ The message's destination
7. \_\_\_\_\_ This communication type would include a discussion within your speech class group.
8. \_\_\_\_\_ This is composed of your heredity and environment.
9. \_\_\_\_\_ Turning a thought into a form that can travel
10. \_\_\_\_\_ The only example of this message hint is a word's literal meaning.
11. \_\_\_\_\_ Thinking is an example of this communication type.
12. \_\_\_\_\_ This determines what the sender will communicate about.
13. \_\_\_\_\_ Communication between two to seven people
14. \_\_\_\_\_ Turning a message into a thought
15. \_\_\_\_\_ Vibrating air and reflecting light are examples of this communication process' element.
16. \_\_\_\_\_ The communication type occurring when you deliver a speech to a large group of people
17. \_\_\_\_\_ Inflection is an example of this message hint.
18. \_\_\_\_\_ Small group communication
19. \_\_\_\_\_ Hand gestures are an example of this message hint.
20. \_\_\_\_\_ Communication inside your body
21. \_\_\_\_\_ This determines how the receiver will interpret the message.
22. \_\_\_\_\_ Communication between eight or more people
23. \_\_\_\_\_ Television broadcasts are examples of this communication type.
24. \_\_\_\_\_ This decides whether or not the receiver will participate in the communication process
25. \_\_\_\_\_ The communication type you've been doing the longest
26. \_\_\_\_\_ Pain is an example of this communication type.



## *Chapter 8 Exercises*

### *Putting Theory into Practice Exercises*

#### *Motivational Appeals Exercise*

Write the motivational appeal that's being used in space preceding each quotation. Some selections contain more than one motivational appeal. All of the following advertisements are quoted directly from newspapers and magazines.

1. \_\_\_\_\_ "Consult your doctor for important information concerning this product. Ask your doctor for a trial of New, twice a day Claritin-D."
2. \_\_\_\_\_ "Are you doing everything you can to lower your high cholesterol?"
3. \_\_\_\_\_ "They could care less that you've got kids. They could care less that you've got to make a living. They simply hate your guts. Show them no mercy. Fight harder. Take Drixoral. Drixoral cold and flu."
4. \_\_\_\_\_ "Get the best night's sleep ever!"
5. \_\_\_\_\_ "Fly free when you rent (a car) six times."
6. \_\_\_\_\_ "Yes! Show Me The New Ford Explorer, And Tell Me How The Best Just Got Better."
7. \_\_\_\_\_ "More than a fragrance. It's a force of nature. Gravity. You couldn't resist it if you tried. Cologne for men."
8. \_\_\_\_\_ "On the track with the winners! Over the years I've worked for track winners--Waltrip, Petty and Wallace. When you work for these guys, you learn what keeping a car on the road means. Preventing problems before they start." Buddy Parrott NASCAR Crew Chief Most Wins 1993-1994."
9. \_\_\_\_\_ "America's #1 Money Market Fund."
10. \_\_\_\_\_ "Compassion has a toll-free number. 1-800-486-HELP. The earthquake in Kobe, Japan has touched us all. Please join Northwest Airlines and AmeriCares as we airlift critical medical and relief supplies to Japan. Contribute any amount you can."
11. \_\_\_\_\_ "Prime seats are still available for the sporting event of the year. Introducing the new Ford Taurus SE."



12. \_\_\_\_\_ “The tumor was removed completely. (So was the car, house, & life savings.)”
13. \_\_\_\_\_ “The truth is, it’s not about what’s in, but what’s right for you.”
14. \_\_\_\_\_ “Help Can’t Wait. This is when people need you. Not later. Not eventually. Right now. Please, support the American Red Cross.”
15. \_\_\_\_\_ “The French have a secret for falling in love. Parfum Rosebud. It is the essence of romance, innocence and passion. All at once.”
16. \_\_\_\_\_ “SYLVANIA’s Long Lasting, Compact Fluorescent Bulb. Up to 13 times longer life than standard bulbs. Up to 70% savings in energy costs.”
17. \_\_\_\_\_ “If you think you can retire on Social Security, you’ve reached this page just in time.”
18. \_\_\_\_\_ “More to See Than Has Ever Been Seen! Own the #1 Film Of The Year--”
19. \_\_\_\_\_ “It’s not many luxury-performance sedans that can scare traffic into the slow lane on looks alone. Aggressive. Bold. All of which make the left-hand lane a much more enjoyable place to be.”
20. \_\_\_\_\_ “OWN ANY 6 BLOCKBUSTERS 29 CENTS EA. PLUS 2 MORE AT GREAT SAVINGS!”
21. \_\_\_\_\_ “Experience the tranquility of Avalon.”
22. \_\_\_\_\_ “CLASSIC. It’s a style defined by you.”
23. \_\_\_\_\_ “America Can’t Compete Unless She Can. When we shortchange girls, we shortchange America.”
24. \_\_\_\_\_ “When the body is comfortable, the mind travels at ease, too.”
25. \_\_\_\_\_ “Discover them all with Andersen Windows. Serenity. Warmth. Joy. Peace of mind. Just a few of the emotions you experience with Andersen Light in your home.”



## Chapter 9 Exercises

### Putting Theory Into Practice Exercises

#### Group Discussion Roles Exercise

Write the task, maintenance or self-centered role being played by each speaker.

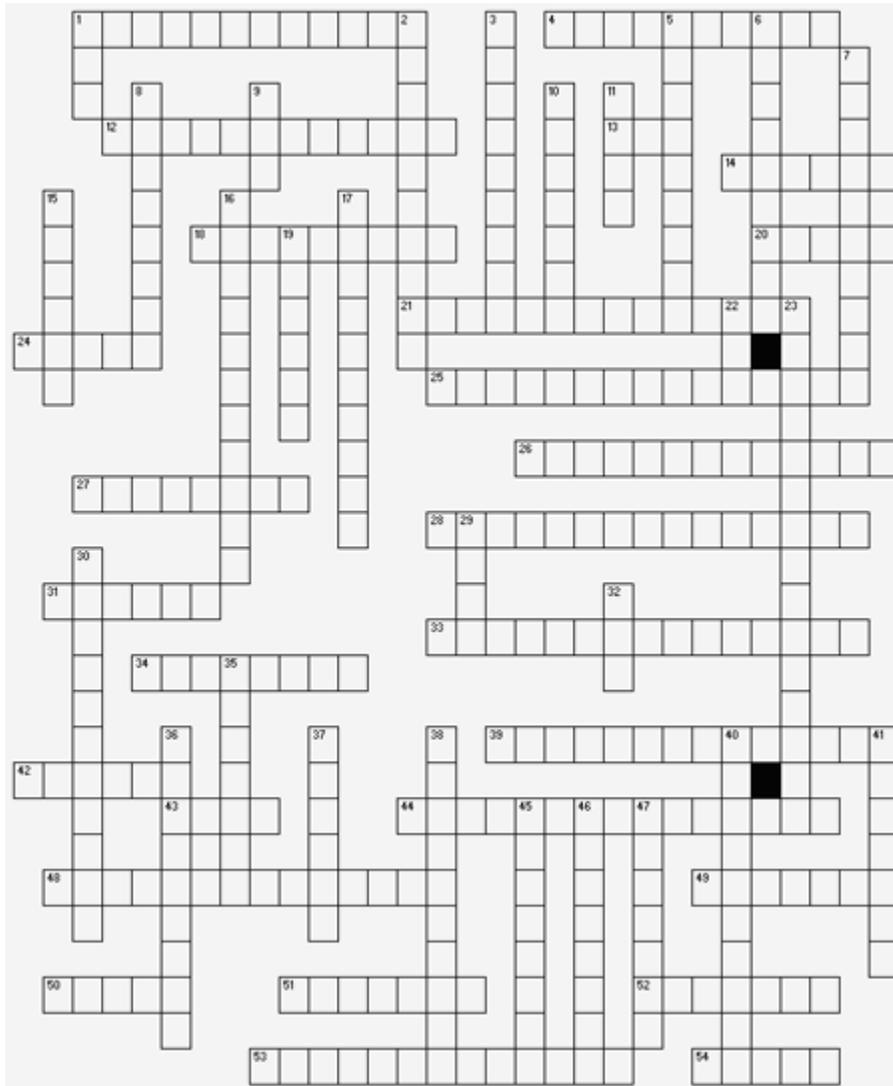
1. \_\_\_\_\_ “I'd like to begin by proposing we discuss plans for our midsummer fundraiser.”
2. \_\_\_\_\_ “Rachel, do you have any figures about how much money we raised the last time we did a weekend fundraiser?”
3. \_\_\_\_\_ “According to my figures, the most successful fundraising weekend we ever held was scheduled for the 4<sup>th</sup> of July weekend two years ago.”
4. \_\_\_\_\_ “Speaking of fundraising reminds me of a great story. You see I was four years old, and I decided to sell mud pies to make some money.”
5. \_\_\_\_\_ “I'd like to know what the rest of you think about the 4<sup>th</sup> of July target date Kristi has suggested.”
6. \_\_\_\_\_ “There's nothing to talk about. I know what I'm doing. I'll take care of the whole thing. I'll run everything.”
7. \_\_\_\_\_ “.....”
8. \_\_\_\_\_ “Bob, we haven't heard from you in a while. Do you have any ideas about how we can raise some money?”
9. \_\_\_\_\_ “Personally, I think we need a more direct approach to raising funds.”
10. \_\_\_\_\_ “I'd suggest combining Phyllis' idea about the bake sale and the car wash Camille suggested. We could do them on the same day.”
11. \_\_\_\_\_ “If we held a bake sale and a car wash on the same day, we should be able to make more money without increasing our publicity expenses.”
12. \_\_\_\_\_ “It's like I keep saying, 'You've got to increase club dues, you've got to increase club dues.' You can say 'no' as often as you like, but it's the only way.”
13. \_\_\_\_\_ “That's fine. If you don't like my idea, do whatever you want. I don't care.”
14. \_\_\_\_\_ “Whoa, slow down. Don't start shooting until I get under the table. Let's see if we can get the two of you together and work this out.”
15. \_\_\_\_\_ “I'd be willing to agree to a small increase in our monthly dues if you'd agree to let each fundraising event run for a whole weekend instead of just on a Saturday.”
16. \_\_\_\_\_ “Great idea, Steve! You've hit the nail on the head!”
17. \_\_\_\_\_ “All right. We've agreed on doing the bake sale and the car wash on the 4<sup>th</sup> of July weekend. Now, who's going to be in charge of publicity?”
18. \_\_\_\_\_ “Wait a minute while I write that down.”
19. \_\_\_\_\_ “Hey, watch me balance my pen on my nose!”
20. \_\_\_\_\_ “As long as I'm here the senior membership of our club has a friend looking out for them on this committee.”
21. \_\_\_\_\_ “This whole thing is stupid.”
22. \_\_\_\_\_ “I think we're getting off the track here. Let's get back to the subject of who's doing our publicity.”
23. \_\_\_\_\_ “Good discussion, everybody. I think we got a lot done!”



# Crossword Exercises

## Test #1 Crossword Puzzle #1

### Speech Writing, Outlining and Delivery



**Test #1 Crossword Puzzle #1 Clues**  
**Speech Writing, Outlining and Delivery**

**Across**

**Down**

- |  |  |
|--|--|
| 1 What each specific purpose should “have”   | 1 Number of sub, support or further support points you may never have under a main point         |
| 4 Type of fact used in persuasion  | 2 Along with “benefits” this word often signals the beginning of a problem/solution defense step |
| 12 Designation for outline main points   | 3 Type of facts used for informative speeches  |
| 13 Number of sides of a piece of paper you may write on and still be able to “slide” your speech notes | 5 General purpose that’s also called “after-dinner” speaking                                     |
| 14 A raised platform   | 6 Speech without preparation time  |
| 18 The hint believed if conflicting verbal and nonverbal hints are given                               | 7 Delivery style in which the speech is written out word for word in paragraph form              |
| 20 The “highness” or “lowness” of your voice   | 8 One-word goal of a persuasive speech   |
| 21 4-step delivery style we’re using in all major speeches   | 9 This word may mean there’s more than one idea if it’s in the middle of a point                 |
| 24 Do this before or after important ideas to emphasize them   | 10 Something two main points should never do   |
| 25 Expresses the most general idea in a speech   | 11 Portion of the speech written in outline form   |
| 26 Time-based organizational pattern usually dealing with the past                                     | 15 A series of these may indicate you have more than one idea in an outline point                |
| 27 Most effective tool for overcoming speech nervousness   | 16 Only organizational pattern that may be correctly used with less than three main points       |
| 28 Organizational pattern with the Thesis Statement in a different place                               | 17 Connecting link between segments of a speech  |
| 31 Organizational pattern based on causes and effects  | 19 Hint referring to the literal meaning of a spoken word  |



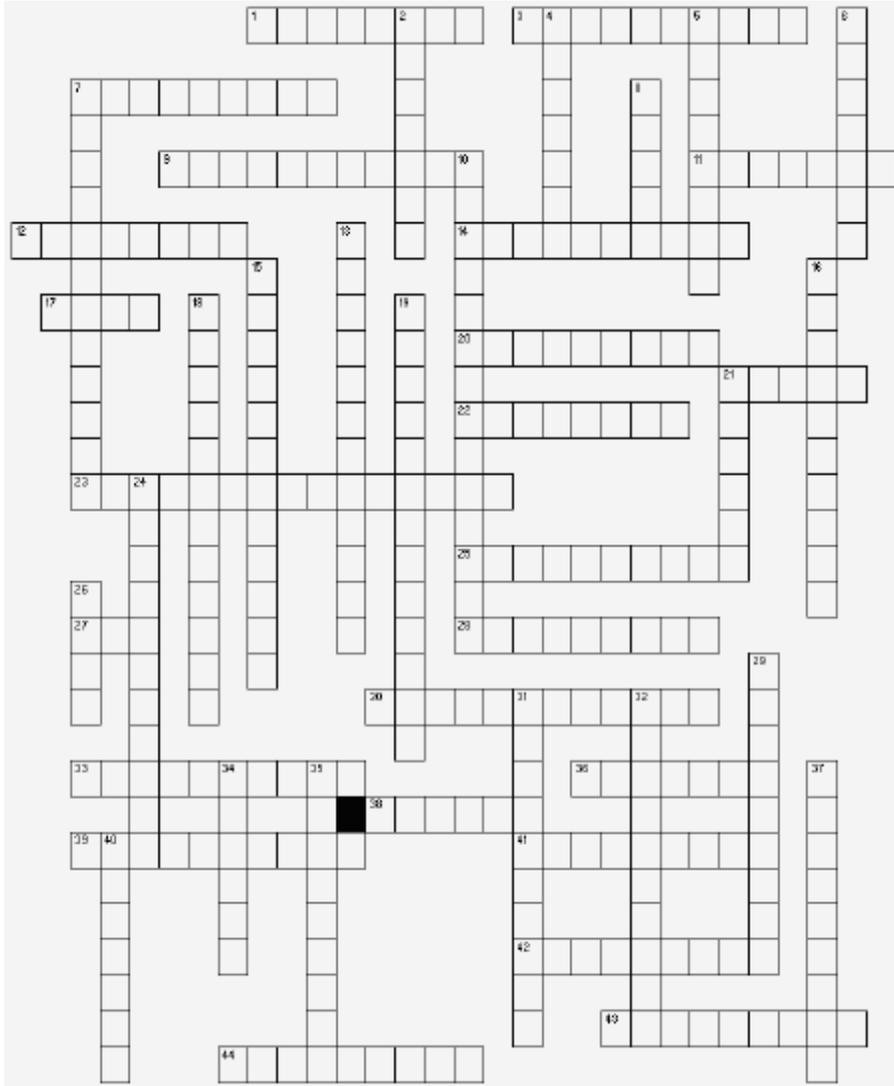
**Test #1 Puzzle #1 Clues Continued**  
**Speech Writing, Outlining and Delivery**

<b>Across</b>	<b>Down</b>
33 “Uh” would be an example	22 Number of ideas contained in an outline point
34 General purpose whose goal is to change opinion	23 Term referring to audience response desired
39 The manner in which extemporaneous speeches are delivered	29 How slowly or quickly you speak
42 How loudly or softly you speak	30 What the first letter in every new outline point should be
43 Type of outline point carrying the organizational pattern	32 Acronym made by the general purposes
44 How a further support point is designated in a outline	35 Geographically based organizational pattern
48 The first thing you need to know before you can write a speech	36 Delivery style in which the speech is learned “by heart”
49 Do this with your hands when you are delivering a speech	37 General purpose using objective facts
50 One word goal of an entertainment speech	38 Time-based organizational pattern used for recipes
51 How support points are designated in a outline	40 A specific purpose should “be” this
52 Organizational pattern creating main points from component parts of key word in the Thesis Statement	41 A raised stand holding the speaker’s notes
53 How a subpoint is designated in an outline	45 All main points should be “.....” to the Thesis Statement means the main points are pertinent
54 Speaker’s image or credibility	46 All specific purposes are worded in terms of this
	47 One word informative speech goal



# Test #1 Crossword Puzzle #2

## Introductions, Conclusions and Evidence



**Test #1 Crossword Puzzle #2 Clues**  
**Introductions, Conclusions and Evidence**

**Across**

**Down**

- |   |  |
|---|--|
| 1 What the source should be to ensure the statistics are ethical  | 2 Along with “imagine” this word often signals the beginning of hypothetical illustrations |
| 3 Type of information preparing an uninformed audience for the body of the speech                       | 4 Reference book containing statistics and a summary of the previous year’s events         |
| 7 Name for a device showing the audience what you’re telling them about                                 | 5 If a speech is being given at a special event you may refer to this in your introduction |
| 9 Changing “a 7.12% rise in crime” to “just over 7 %” is “.....” a statistic to simplify it             | 6 Analogy comparing two things of the same class   |
| 11 Conclusion device restating the main ideas of the speech   | 7 Where pamphlets are stored in the library  |
| 12 Only use a direct statement of the topic introduction for an “interested” or “.....” audience        | 8 Speaker’s image  |
| 14 Portion of the speech that reminds and motivates   | 10 True specific instance used as evidence   |
| 17 A listing of all library books is found in the “....” catalog  | 13 A story with emotional appeal getting attention in an introduction                      |
| 20 Presents evidence using comparison   | 15 Fictitious illustration used as evidence  |
| 21 “.....” the audience on the topic by telling them the more narrow part of a topic you’ll speak about | 16 Analogy comparing two items from different classes                                      |
| 22 Facts or expert opinion proving a generalization   | 18 Establish this with a hostile audience  |
| 23 In-depth true story used as evidence is an “.....” example   | 19 Present evidence in story form  |
| 25 Shortening a quotation   | 21 Use hypothetical illustrations to predict the “.....”                                   |



***Test #1 Crossword Puzzle #2 Clues Continued***  
***Introductions, Conclusions and Evidence***

**Across**

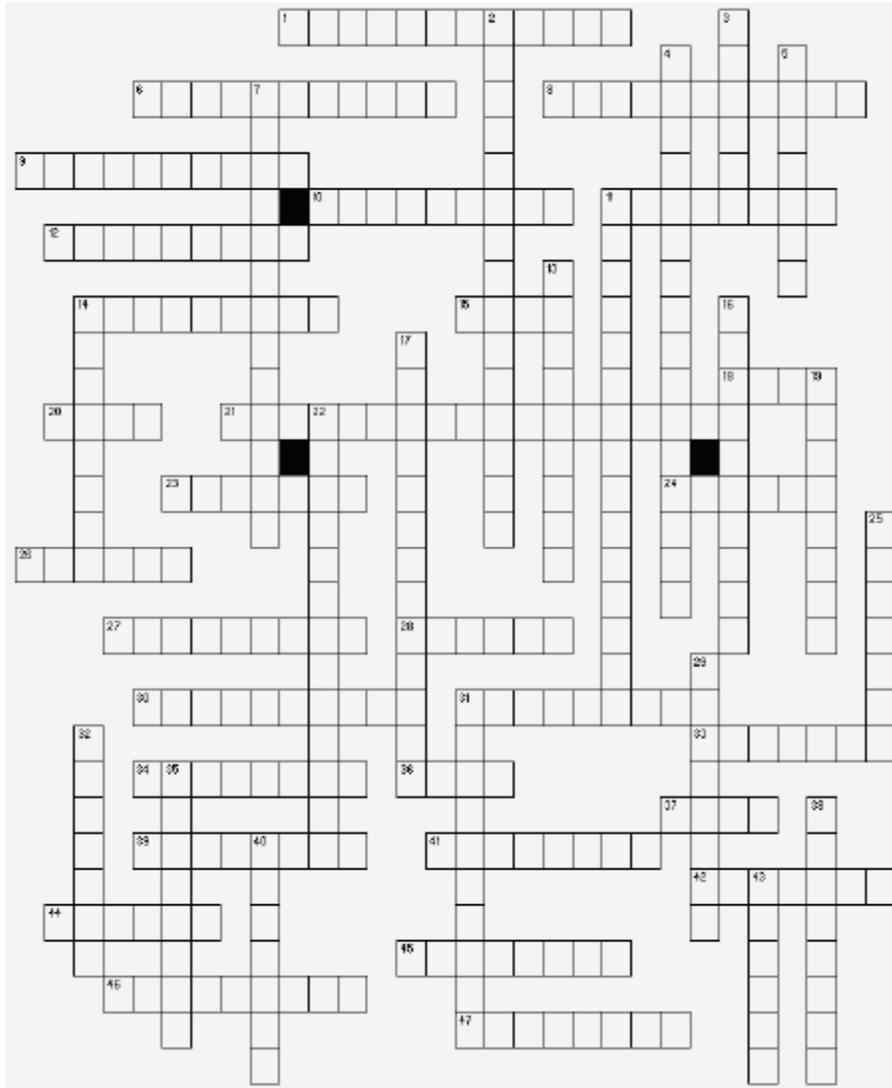
**Down**

- |    |  |    |   |
|----|--|----|---|
| 27 | Number of outline points used for a quotation regardless of length                 | 24 | Use hypothetical illustrations to create a “.....”  |
| 28 | Establishing this in your introduction heightens your ethos                        | 26 | Prepare the audience for the “...” of the speech in the introduction  |
| 30 | Portion of the speech preceding the body   | 29 | Attention-getting device using someone else’s words   |
| 33 | Facts expressed numerically  | 31 | Book containing the correct pronunciations of words   |
| 36 | “.....” and further support points usually present speech evidence                 | 32 | Establish the “.....” of the topic with an uninformed audience or an audience who may feel the topic is mundane |
| 38 | “.....” statement of the topic relies on the mention of the topic to get attention | 34 | Used to gather statistics   |
| 39 | A question to which you don’t expect an answer                                     | 35 | Conclusion device daring the audience to take action  |
| 41 | You “.....” your statistics when you explain their meaning to the audience         | 37 | “.....” statement gets attention by shocking the audience   |
| 42 | You “GET” this in your introduction  | 40 | Audience with whom you would establish a common ground  |
| 43 | Expert opinion used as evidence  |    |   |
| 44 | Method of gathering testimony  |    |   |



# *Final Exam Crossword Puzzle #1*

## *Persuasion, Motivated Appeals and Communication*



***Final Exam Crossword Puzzle #1 Clues***  
***Persuasion, Motivated Appeals and Communication***

**Across**

**Down**

- |  |  |
|--|--|
| 1 Motivational appeal encouraging you to “be your own boss”                                    | 2 This motivational appeal says it’s good to eradicate evil.                           |
| 6 “Buy one and get one free!” is an example of an “.....’ and savings” motivational appeal.    | 3 The common name for the five ways in which you receive outside information           |
| 8 Frame of reference component representing everything that ever happened to you in your life. | 4 The communication element determining who you are and how you will communicate       |
| 9 Motivational appeal encouraging you to “follow the crowd”                                    | 5 A persuasive speech audience with no opinion about the speaker’s topic               |
| 10 You might try sky diving as a result of this motivational appeal.                           | 7 The type of communication you’ve been doing the longest                              |
| 11 Scalpers survive because you have this motivational appeal.                                 | 11 Your attitudes are created as a result of these.                                    |
| 12 93% percent of human communication relies on these message hints.                           | 13 Motivational appeal supplying your feelings towards drunk drivers and vandals       |
| 14 Yelling “We’re #1!!” is an example of this motivational appeal.                             | 14 Your attitudes determine your future “.....”  |
| 15 All motivational appeals are found on this “side” of your frame of reference.               | 16 A nonverbal message hint also called your “tone of voice”                           |
| 18 “Termites are destroying your home!” is an example of this motivational appeal.             | 17 Internal human communication  |
| 20 The name given to large group communication involving eight of more people                  | 19 The message’s destination   |
| 21 Any one of a group of universally accepted attitudes used to change opinions                | 22 Small group communication   |
| 23 Patriotism is an example of this motivational appeal.                                       | 25 You should “present opposing viewpoints to your own” with this persuasive audience. |



***Final Exam Crossword Puzzle #1 Clues Continued***  
***Persuasion, Motivated Appeals and Communication***

**Across**

- 24 To turn a thought into a form that travels.
- 26 The only example of this message hint is a word's literal meaning.
- 27 Mental states of readiness
- 28 Motivational appeal. Putting on cologne prior to a "big date" would be this type of "attraction".
- 30 Using subjective facts to convince someone to change their opinion.
- 31 The "new and improved" motivational appeal.
- 33 The term referring to "information sent during the communication process."
- 34 When a new attitude is linked to an existing attitude the existing attitude always resists ".....".
- 36 The name for a connection between attitudes
- 37 Television, radio and newspapers are examples of this type of communication.
- 39 You should "get to the point" with this type of audience.
- 41 The use of extrinsic motivation to force someone to change
- 42 You should "establish a common ground" for this type of audience.
- 44 To turn the message back into a thought.
- 45 You should try to get this audience "to take some kind of action."

**Down**

- 29 Charitable donations result from a "....." and generosity" motivational appeal.
- 31 This motivational appeal is the opposite of an independence appeal.
- 32 The message's pathway
- 35 The genetic component of your frame of reference
- 38 You should "identify yourself" with this persuasive audience.
- 40 You should "present background information" and "make the issue relevant" for this persuasive speech audience.
- 43 The message's source



***Final Exam Crossword Puzzle #1 Clues Continued***  
***Persuasion, Motivated Appeals and Communication***

**Across**

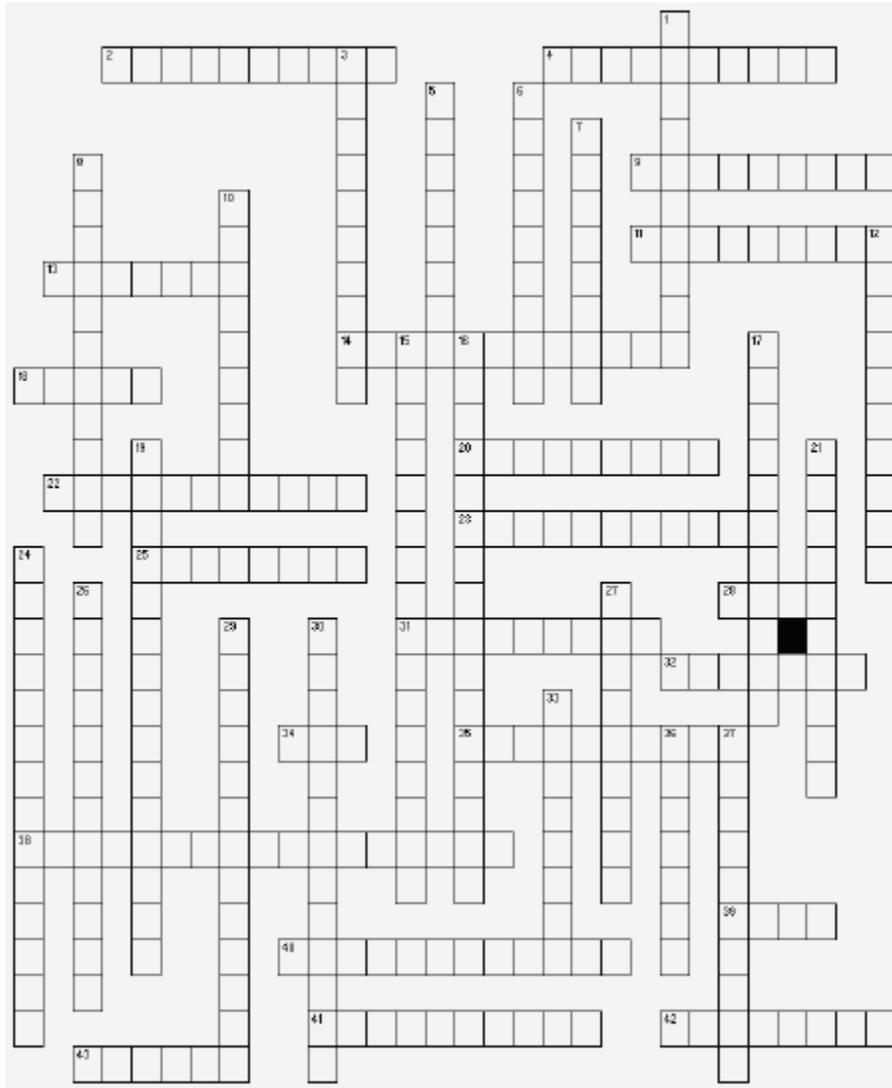
- 46 All celebrity endorsements are  
“respect for higher ‘.....’”  
motivational appeals
- 47 Living by a set of goals would be a  
result of a “respect for ‘.....’”  
motivational appeal.

**Down**



# Final Exam Crossword Puzzle #2

## Group Discussion



## *Final Exam Crossword Puzzle #2 Clues*

### *Group Discussion*

#### **Across**

- 2 Group role actively stressing a lack of interest in the group's goal
- 4 Group role periodically reviewing the group's current situation and pointing the direction of future discussion
- 9 Power-seeking group role who tries to take over the group
- 11 Group role, more interested in a pleasant conversation than meeting the group's goal, who distracts the group with irrelevant stories
- 13 What you define in the first step of a problem-solving group
- 14 Group role who offers a personal reaction to an idea under discussion
- 18 Group discussion format relying on an interpersonal exchange between experts followed by an audience reaction period
- 20 The type of question that can not be answered by a "yes" or "no"
- 22 Group role who helps the group reach a consensus by giving ground to accommodate another member
- 23 The energy expended looking after the group's interpersonal relationships
- 25 Group role who introduces irrelevant humor
- 28 The energy devoted to accomplishing the group's goal

#### **Down**

- 1 Group role who settles disagreements between other group members
- 3 Group role who hypothetically describes how a new suggestion might work if it were tried
- 5 The form in which group discussion topics are written
- 6 In a problem-solving group discussion you "present all possible '.....'" in step #4.
- 7 In a problem-solving group discussion you "establish '.....' for a solution" in step #3
- 8 Group role who takes others' ideas and combines them into a new, more workable idea
- 10 This is the most formal group discussion format features 4-7 experts making prepared speeches, followed by a discussion between experts and an audience reaction period
- 12 This is the most informal group discussion format
- 15 In many governmental groups a lawyer often fulfills this group role and acts as the group's expert.
- 16 Group role supplying concrete, factual information
- 17 The encourager expends this type of group discussion energy
- 19 The group role who, as a result of a hidden agenda, sees him/herself as the representative of an absent group is a ".....' pleader".



***Final Exam Crossword Puzzle #2***  
***Group Discussion Clues Continued***

**Across**

- 31 Group role offering a new idea or proposal about accomplishing the group's task or discussion rules
- 32 Group role who unreasonably entrenches, opposes the ideas of others and reintroduces ideas the group previously rejected
- 34 The number of issues in every problem-solving group discussion question
- 35 Group role who controls the flow of communication by keeping the group on track and involving passive members
- 38 Group discussion role who requests factual clarification
- 39 A recorder expends this type of energy
- 40 Undesirable group discussion energy
- 41 Group role who praises other members resulting in increased participation
- 42 You evaluate each one of these individually in step #5 of a problem-solving group discussion format.
- 43 Using this decision-producing method is the least desirable way to end a problem/solving group discussion.

**Down**

- 21 This group role would silence a comedian
- 24 This passive group role is the group's "dead weight" saying nothing at all.
- 26 This group discussion format features one prepared speaker followed by audience participation
- 27 The goal of every discussion group is to reach a ".....".
- 29 Slang name given to a non-judgmental presentation of all possible solutions in step #4 of the problem-solving format
- 30 Group discussion role who seeks out the personal reactions of others
- 33 Group discussion role who serves as the "group's memory" and takes notes
- 36 You describe this in step #2 of a problem-solving group discussion format.
- 37 This group discussion format is held for the participant's benefit and often has no audience



## *You Ought to Know by Now Midterm Review Questions*

**Please read this page before reading the review questions.**

Use these review questions throughout the term. Continual reviewing will put the information into your long-term memory.

“T” note-taking suggests studying any notes within twenty-four hours of taking them and studying all your class notes prior to each class session.

Since I am doing less lecturing, it is more important to review your reading notes. The review questions are based on your reading and are written in a two-column format to help you review. Fill in the answer column, and then cover the answer column with a sheet of paper. Read each question and see if you know the answer. Lower the sheet of paper covering the answer column to check yourself.

These questions are very similar, and in many cases identical, to unannounced quiz questions. In-class research shows that people who do well on the quizzes usually do well on the tests. Students who received an “A” on Test #1 tended to review three times a week for 10-15 minutes per session.

In addition, research indicates you should never study more than forty minutes without taking a break. Your most efficient studying occurs during the first ten minutes and the last ten minutes of a forty minute period.

Finally, if you have any suggestions for improvement, have any questions, or notice any errors in these review pages please let me know.

Good luck to you! Enjoy learning!

Steven Ginley



## You Ought to Know by Now Midterm Review Questions

### *Questions*

### *Answers*

1. “T” note taking helps people remember better because it puts critical information into what type of memory?	1. See page 4
2. Why do you use a three-ring notebook and loose-leaf paper when you are taking “T” notes?	2. See page 4
3. When creating a “T” shape on your note paper, how far down from the top of the page should you draw the horizontal line representing the top of the “T”?	3. See page 5
4. When creating a “T” shape on your note paper, how in from the left-hand margin should you draw a vertical line?	4. See page 5
5. Where in relationship to the “T” do you write the date the notes were taken?	5. See page 5
6. Where in relationship to the “T” do you write main ideas?	6. See page 5
7. Where in relationship to the “T” do you write the title of the lecture?	7. See page 5
8. Where in relationship to the “T” do you write your instructor’s name?	8. See page 5
9. Where in relationship to the “T” do you write definitions of important terms?	9. See page 5
10. Where in relationship to the “T” do you draw any illustrations given?	10. See page 5
11. Where in relationship to the “T” do you write the page number of the notes?	11. See page 5
12. What is the purpose of writing the course name, instructor’s name, date the notes were taken, the lecture’s title and the page number of the notes in the upper right-hand corner of each page?	12. See page 5
13. Why is the right-hand column below the top of the “T” larger than the left-hand column below the top of the “T”?	13. See page 5
14. Assume you’re using the “T” note-taking system and you’ve just finished skimming a chapter of assigned reading. What do you do next?	14. See page 6
15. Why is it important to read the end-of-the-chapter questions and chapter summary before you begin highlighting?	15. See page 6



16. Approximately how much of each paragraph of assigned reading should be highlighted?	16. See page 6
17. Why should you sit in the front of the classroom when you're taking lecture notes?	17. See page 6
18. What two things will lecturing instructors frequently do to indicate they are making important points?	18. See page 6
19. Why shouldn't you try to write everything your instructor says during a lecture?	19. See page 6
20. Why should you skip lines between new thoughts and definitions when you are taking "T" notes?	20. See page 6
21. Assume you're using the "T" note-taking system. When should you revisit the notes you took in class today?	21. See page 7
22. How much of a lecture will an average student who doesn't revisit his/her notes forget after two days have past?	22. See page 7
23. What would you be doing if you covered one of the columns of your "T" notes with a blank sheet of paper?	23. See page 7
24. Assume you're using the "T" note-taking system. When should you revisit all of the notes you have taken in the class?	24. See page 7
25. What is a synthesis?	25. See page 7
26. If you've been reviewing throughout the course of the term, approximately how long will your synthesis be?	26. See page 7
27. After you have answered the questions "Why am I talking?" and "Who's listening?", what's the first thing you must decide upon when you begin to write a speech?	27. See page 10
28. What are the general purposes for speaking?	28. See page 10
29. What is the goal of an Informative speech?	29. See page 11
30. What general purpose presents objective facts?	30. See page 11
31. What general purpose is also called "after-dinner speaking?"	31. See page 11
32. What is the goal of an entertainment speech?	32. See page 11
33. What is the goal of a persuasive speech?	33. See page 11
34. What general purpose tells the audience either the pro or the con of an issue?	34. See page 11



35. What general purpose uses subjective facts?	35. See page 11
36. Why is it important to choose your topic quickly?	36. See page 13
37. What are the three places I suggested you look if you're having trouble choosing a topic?	37. See page 13
38. Why should you narrow a speech topic?	38. See page 13
39. Assume you've decided to present a speech about the general topic area of "Courses at Morton College." How would you narrow this topic?	39. See page 13
40. Assume you're preparing an <u>informative</u> speech on the broad topic area of "education". How could you narrow this topic to suit an audience of high school juniors?	40. See page 13
41. Assume you're preparing a <u>persuasive</u> speech on the broad topic area of "education". How could you narrow this topic to suit an audience of high school juniors?	41. See page 13
42. Assume you're preparing an <u>informative</u> speech on the broad topic area of "education". How could you narrow this topic to suit an audience of high school drop outs?	42. See page 13
43. Assume you're preparing a <u>persuasive</u> speech on the broad topic area of "education". How could you narrow this topic to suit an audience of high school drop outs?	43. See page 13
44. Assume you're preparing an <u>informative</u> speech on the broad topic area of "education". How could you narrow this topic to suit an audience of college students?	44. See page 13
45. Assume you're preparing an <u>informative</u> speech on the broad topic area of "education". How could you narrow this topic to suit an audience of parents of 3-year-old children?	45. See page 13
46. Assume you're preparing an <u>informative</u> speech on the broad topic area of "education". How could you narrow this topic to suit an audience of senior citizens?	46. See page 13
47. Assume you're preparing an <u>informative</u> speech on the broad topic area of "education". How could you narrow this topic to suit an audience of college professors?	47. See page 13



48. What expresses the “desired audience response” of a speech?	48. See page 14
49. After what portion of the speech do you read your specific purpose to the audience?	49. See page 14
50. What are the three things all good specific purposes should have or do?	50. See page 14
51. What is <u>incorrect</u> about the following specific purpose, “to convince the audience to attend Morton College”?	51. See pages 14 & 15
52. What is <u>incorrect</u> about the following specific purpose, “to persuade people to attend Morton College”?	52. See pages 14 & 15
53. What is <u>incorrect</u> about the following specific purpose, “to inform the audience Morton College is a good community college”?	53. See pages 14 & 15
54. What is <u>incorrect</u> about the following specific purpose, “to persuade the audience Morton College is conveniently located and inexpensive”?	54. See pages 14 & 15
55. Which part of the speech do you write first; the introduction, the body or the conclusion?	55. See page 15
56. What presents the most general idea of a speech?	56. See page 16
57. Where is the thesis statement usually found in a speech?	57. See page 16
58. In what main point organizational pattern is the thesis statement never the first sentence in the body?	58. See page 16
59. Assume you’re presenting a speech to a group of senior citizens encouraging them to engage in power walking. State an appropriate specific purpose for this speech.	59. See pages 14 & 15
60. State an appropriate thesis statement for the previously-mentioned speech.	60. See page 16
61. Assume you are presenting a speech to this class explaining how to change a flat tire. State an appropriate specific purpose for this speech.	61. See pages 14 & 15
62. State an appropriate thesis statement for the previously-mentioned speech.	62. See page 16
63. After the thesis statement, what is the next slightly more specific type of outline point?	63. See page 17
64. How are main points designated in an outline?	64. See page 17



65. What type of outline point carries the organizational pattern of a speech?	65. See page 17
66. Main points must be relevant. Relevant to what?	66. See page 26
67. What is meant by the phrase “main points must be distinctly different”?	67. See page 26
68. What organizational pattern uses a time-based step-by-step format?	68. See page 19
69. “January,” “February,” “March” and “April” would be examples of main points for what organizational pattern?	69. See page 18
70. State three chronological main points without using months.	70. See page 18
71. What organizational pattern is frequently used in recipes?	71. See page 19
72. What is the only organizational pattern that may be used correctly with less than three main points?	72. See pages 23 & 24
73. “North”, “South”, “East” and “West” would be examples of main points for what organizational pattern?	73. See page 22
74. What organizational pattern arranges main points by time, first event to last event, usually referring to events that occurred in the past?	74. See page 18
75. Assume you are preparing a speech with the specific purpose, “to inform the audience about the first three Presidents of the United States.” State a thesis statement and three chronological main points.	75. See page 18
76. What organizational pattern arranges main points according to geographic locations?	76. See page 22
77. Assume you are giving a speech with the thesis statement “Deforestation has effected every continent in the Northern Hemisphere.” State three spatial main points.	77. See page 22
78. What organizational pattern contains either a final effect or an initial cause in the thesis statement?	78. See page 25
79. Assume you are preparing a speech with the specific purpose, “to inform the audience why the class performed poorly on the test.” Write an appropriate thesis statement and three causal main points.	79. See page 25



80. What organizational pattern uses component parts of the thesis statement to create main points?	80. See page 20
81. Assume you're preparing a speech with the thesis statement, "There are many different objects in our solar system." State three topical main points.	81. See page 20
82. Assume you're preparing a speech with the specific purpose, "to inform the audience how to bake a cake." State a thesis statement and three procedural main points."	82. See page 19
83. What are the three steps of problem/solution order?	83. See pages 20 & 21
84. What problem/solution step begins with the thesis statement?	84. See page 21
85. What two words frequently signal the beginning of a problem/solution defense step?	85. See page 21
86. Assume you're preparing a speech using causal order. If your thesis statement expresses an initial cause what must each main point express?	86. See page 25
87. Assume you're preparing a speech with the thesis statement, "This college should put up a stoplight at the Central Avenue parking lot exit." State three causal main points.	87. See page 25
88. Assume you're preparing a speech with the thesis statement, "Our speech class should meet in a different room." State three spatial main points.	88. See page 22
89. Assume you are preparing a speech with the thesis statement, "Our speech class should meet in a different room." State three causal main points.	89. See page 25
90. Assume you are preparing a speech with the thesis statement, "Our speech class should meet in a different room." State three problem/solution main points.	90. See pages 20 & 21
91. What organizational pattern compares and contrasts?	91. See pages 23 & 24
92. Assume a speech is using the first type of comparative order. Main point I is "Morton College". Where would you write "Morton College" if you changed to the second type of comparative order?	92. See pages 23 & 24
93. Assume you're presenting a speech with the thesis statement, "Both Morton College and Joliet Junior College have extensive sports programs." Create sample outlines using each type of comparative order. Do not go beyond the subpoint level.	93. See pages 23 & 24



94. Assume you're preparing a speech with the thesis statement, "Morton College buildings should be completely renovated during the next three years." State three chronological main points.	94. See page 18
95. Assume you are preparing a speech with the thesis statement, "Morton College buildings should be completely renovated during the next three years." State three spatial main points.	95. See page 22
96. Assume you are preparing a speech with the thesis statement, "Morton College buildings should be completely renovated during the next three years." State three topical main points.	96. See page 20
97. Assume you are preparing a speech with the thesis statement, "Morton College buildings should be completely renovated during the next three years." State three causal main points.	97. See page 25
98. Assume you are preparing a speech with the thesis statement, "Morton College buildings should be completely renovated during the next three years." State three problem/solution main points.	98. See pages 20 & 21
99. What is the only portion of a speech written in outline form?	99. See page 30
100. How are support points designated in an outline?	100. See page 30
101. What type of outline point is designated by capital letters?	101. See page 30
102. How are further support points designated in an outline?	102. See page 33
103. What is the maximum number of ideas a single outline point may contain?	103. See page 34
104. How many subpoints, support points and further support points may you never have in an outline?	104. See page 34
105. Typically, how many main points will most speeches have?	105. See page 34
106. What two mistakes might you be making if you only have one subpoint, support point or further support point in a speech?	106. See page 34
107. Assume you've written a speech with only one subpoint, support point or further support point. After you've realized your error, what two techniques can you use to correct your mistake?	107. See page 34



108. What are two indications you may have more than one idea in an outline point?	108. See page 34
109. What should you do to the first letter of the first word in every outline point?	109. See page 35
110. What delivery style is used when little or no preparation time is available?	110. See page 41
111. In what delivery style do you write the speech word for word in paragraph form?	111. See page 41
112. Why is it important to practice manuscript delivery?	112. See page 41
113. What delivery style should be used when maintaining exact wording, such orally interpreting poetry or prose, is important?	113. See page 41
114. What delivery style are we using in our major speeches?	114. See page 41 & Persuasive, Informative and Debate assignment sheets
115. What are the four steps of extemporaneous delivery?	115. See page 41
116. What more time-consuming delivery style produces improved audience-speaker contact?	116. See page 42
117. What is ethos?	117. See page 42
118. Name the elements composing a good ethos.	118. See page 42
119. Which message will be believed if conflicting verbal and nonverbal messages are given?	119. See page 42
120. How should you decide what clothes to wear when you are presenting a speech?	120. See page 43
121. What two rules should you keep in mind if you decide to walk away from the lectern when you're presenting your speech?	121. See page 43
122. Where should your hands be placed for convenient gesturing?	122. See page 43
123. What is pitch?	123. See page 45
124. What term describes to how slowly or quickly you speak?	124. See page 44
125. What term describes to how loudly or softly you speak?	125. See page 45
126. What delivery technique emphasizes important ideas and allows the audience time to consider them?	126. See page 44
127. Give an example of a verbalized pause.	127. See page 44



128. What should you do if you make a mistake when you're speaking?	128. See page 45
129. One of the ways to emphasize key words is saying them louder. What is the other way?	129. See page 45
130. What is the most important thing you can do to improve your delivery?	130. See page 48
131. Assume you're having trouble gesturing. What techniques can you use to improve your hand gestures?	131. See page 49
132. What's the difference between constructive and destructive criticism?	132. See lecture notes
133. What is the minimum number of evidence types needed to fully support a main point?	133. See page 53
134. What three evidence presentation methods were described as having stronger emotional appeal?	134. See pages 53
135. What do you call facts or expert opinions proving a generalization?	135. See page 53
136. How many different illustration types are there?	136. See page 53
137. How do analogies present evidence?	137. See page 53 & 59
138. What evidence type uses story form?	138. See page 53-56
139. Which of the seven evidence presentation methods gives a series of true specific instances stripped of all detail?	139. See pages 53 & 54
140. Assume you are presenting a speech with the thesis statement, "Morton College is an outstanding community college." Main point III says, "Morton has an outstanding faculty." How would you support that main point using factual examples?	140. See pages 53 & 54
141. What is the factual example's strength as an evidence type?	141. See page 53
142. What is the factual example's weakness as an evidence type?	142. See page 53
143. Assume you supported a main point with a series of factual examples. Which of the seven evidence types should you add to compensate for the factual example's weakness?	143. See page 53
144. Which of the seven evidence types is most commonly used in student speeches?	144. See page 53
145. What is an expanded factual example?	145. See page 55



146. What's the advantage of using expanded factual examples in a speech?	146. See page 55
147. What do you call a fictitious story?	147. See pages 55 & 56
148. How do you let an audience know your illustration is hypothetical?	148. See page 56
149. What are the two instances when you would use a hypothetical illustration?	149. See page 55
150. Which of the seven evidence types is frequently used during problem/solution defense steps?	150. See page 55
151. Write an example of a hypothetical illustration that could be used in a problem/solution defense step for a speech with the thesis statement, "You should get a college degree?"	151. See page 55 & 56
152. What is testimony?	152. See pages 53 & 58
153. What evidence type uses numbers?	153. See page 53 & 57
154. What is meant by an unbiased statistic source?	154. See page 57
155. How would you simplify the statistic 2,502,258 people?	155. See page 57
156. Which of the seven evidence presentation methods is especially useful for interpreting statistics?	156. See page 57
157. Which of the seven evidence presentation methods compares things from different classes?	157. See page 59
158. Write figurative analogy to clarify and explain "life".	158. See page 59
159. Which of the seven evidence presentation methods are especially useful for uninformed audiences?	159. See page 59 and lecture notes
160. Which of the seven evidence presentation methods compares things from the same class?	160. See page 59
161. Assume you are preparing a speech with the thesis statement, "The Chicago Cubs are a better baseball team than the Chicago White Sox." State a literal analogy that could be used as evidence.	161. See pages 59
162. For which two evidence presentation methods should you orally tell your source to the audience?	162. See pages 57 & 58
163. Which of the seven evidence types allows you to "borrow" an expert's ethos?	163. See page 58
164. What is paraphrasing?	164. See page 58



165. How do you orally indicate the beginning and ending of a quotation or piece of testimony in a speech?	165. See page 58
166. What is the maximum number of outline points you may give to a single piece of testimony?	166. See page 58
167. Which of the three illustration types is considered to be the weakest form of illustrative evidence?	167. See pages 55, 56 and lecture notes
168. Which type of analogy is considered the stronger evidence type?	168. See page 59
169. What are the three objectives of a speech introduction?	169. See page 77
170. What is the first thing you must accomplish in your introduction?	170. See page 77
171. What type of audience agrees with a persuasive speaker?	171. See page 77 & 103
172. What is a hostile audience?	172. See page 77 & 104
173. What's your general purpose if you have a hostile audience?	173. See page 77 & 104
174. What type of audience has no opinion during a persuasive speech?	174. See page 103
175. What introduction device is only designed to be used with a friendly audience who is already interested in the topic?	175. See page 78
176. Why should a direct statement of the topic introduction only be used with a friendly, interested audience?	176. See page 78
177. Give an example of a direct statement of the topic introduction.	177. See page 78
178. What attention-getting introduction device says something shocking or surprising?	178. See page 78
179. What is the danger of using a startling statement introduction?	179. See page 78
180. What do you call a question to which you don't expect an answer?	180. See page 79
181. What is the difference between a startling statement and a rhetorical question introduction?	181. See page 79
182. What attention-getting introduction device uses the words of another person?	182. See page 79



183. What attention-getting introduction device tells a story?	183. See page 80
184. What should you do to make sure an illustration introduction is emotionally appealing for your audience?	184. See page 80
185. What attention-getting introduction device is designed to be used at special events?	185. See page 81
186. Describe a situation for which a reference to the occasion would be appropriate?	186. See page 81
187. What device designed to prepare the audience for the speech body heightens the speaker's ethos?	187. See page 82
188. What two introduction devices are designed to prepare an uninformed audience for the speech body?	188. See pages 82 & 83
189. What introduction device designed to prepare the audience for the speech body should be used with an audience the speaker feels may not listen because they consider the topic to be old material they already know?	189. See page 83
190. How do you focus the audience on the topic?	190. See page 84
191. What is the only introduction device designed to prepare the audience for the speech body that sometimes begins a speech instead of an attention-getting device?	191. See page 84 & 85
192. What introduction device should always be used with a hostile audience?	192. See page 84 & 85
193. What common ground of agreement could be found between an audience who doesn't want to take a college speech course and a speaker who thinks taking a college speech course is a good idea?	193. See page 84 & 85
194. What portion of a speech reminds, motivates and gives the audience a sense of completeness?	194. See page 85
195. What conclusion device goes back over the highlights of the speech often restating the main points?	195. See page 85
196. What is a challenge conclusion?	196. See page 86
197. Assume you are presenting a speech with the thesis statement, "Everyone should enroll in a public speaking class." Give an example of a summary conclusion.	197. See page 85



<p>198. Assume you are presenting a speech with the thesis statement, “Everyone should enroll in a public speaking class.” Give an example of a challenge conclusion.</p>	<p>198. See page 86</p>
<p>199. What three attention-getting introduction devices also serve as conclusion devices?</p>	<p>199. See page 86</p>
<p>200. Written below, in manuscript form, is the body of a speech. Using only the material written below, in the order it is presented, turn the paragraph into an outline. Your outline will contain a Thesis Statement and assorted outline points. Also, determine the Specific Purpose and the Organizational Pattern being used. <i>(A version of this question appears on both tests.)</i> Stress affects everyone. Alarming statistics show a rise in the tension level experienced by most people. Prolonged stress is also the cause of many illnesses including ulcers and painful migraine headaches. Everyone must learn to cope better with daily stress. There are ways do to reduce the stress in our lives. Each of us needs to learn to relax more. We must accept our personal shortcomings. Meditation relieves stress. Lastly, progressive relaxation has reduced stress for many people. In beginning the progressive relaxation method, you would relax your muscles. Then, make yourself comfortable by either sitting or reclining. Next, take a deep breath, hold it for seven seconds and exhale slowly. If you learn to cope with daily stress there will be many benefits. You’ll feel more relaxed. You’ll be happier, and you’ll have a better outlook on life.</p>	<p>200. See pages 31 - 39</p>



## Solution for Question 200

- I. Stress affects everyone.
  - A. Alarming statistics show a rise in the tension level experienced by most people.
  - B. Prolonged stress is also the cause of many illnesses including
    - 1. Ulcers
    - 2. And painful migraine headaches.

**Thesis Statement:** Everyone must learn to cope better with daily stress.

- II. There are many ways to reduce the stress in our lives.
  - A. Each of us needs to learn to relax more.
  - B. We must accept our personal shortcomings.
  - C. Meditation relieves stress.
  - D. Lastly, progressive relaxation has reduced stress for many people.
    - 1. In beginning the progressive relaxation method you would relax your muscles.
    - 2. Then, make yourself comfortable by either
      - a. Sitting or
      - b. Reclining.
    - 3. Next, take a deep breath,
      - a. Hold it for seven seconds and
      - b. Exhale slowly.

- III. If you learn to cope with daily stress there will be many benefits.
  - A. You'll feel more relaxed.
  - B. You'll be happier
  - C. And you'll have a better outlook on life.

**Thesis Statement:** Everyone must learn to cope better with daily stress.

**Specific Purpose:** to persuade the audience to learn to cope better with daily stress.

**Organizational Pattern:** Problem/Solution



## *You Ought to Know by Now Final Exam Review Questions*

**Please read this page before reading the review questions.**

Use these review questions throughout the term. Continual reviewing will put the information into your long-term memory.

“T” note-taking suggests studying any notes within twenty-four hours of taking them and studying all your class notes prior to each class session.

Since I am doing less lecturing, it is more important to review your reading notes. The review questions are based on your reading and are written in a two-column format to help you review. Fill in the answer column, and then cover the answer column with a sheet of paper. Read each question and see if you know the answer. Lower the sheet of paper covering the answer column to check yourself.

These questions are very similar, and in many cases identical, to unannounced quiz questions. In-class research shows that people who do well on the quizzes usually do well on the tests. Students who received an “A” on Test #1 tended to review three times a week for 10-15 minutes per session.

In addition, research indicates you should never study more than forty minutes without taking a break. Your most efficient studying occurs during the first ten minutes and the last ten minutes of a forty minute period.

Finally, if you have any suggestions for improvement, have any questions, or notice any errors in these review pages please let me know.

Good luck to you! Enjoy learning!

Steven Ginley



## You Ought to Know by Now Final Exam Review Questions

### *Questions*

### *Answers*

1. Who initiates the communication process?	1. See page 89
2. To whom is the message directed?	2. See page 89
3. Which of the two human communication participants should assume 100% responsibility for the message's correct meaning getting across? Why?	3. See page 89
4. When you're delivering a speech are you functioning as a sender, a receiver or both?	4. See page 89
5. What determines when a sender will communicate?	5. See page 90
6. What two elements compose a frame of reference?	6. See page 90
7. What role does the frame of reference play for the receiver?	7. See page 90
8. What term refers to turning a thought into a form that can travel?	8. See page 90
9. Who encodes a message?	9. See page 90
10. What is decoding?	10. See page 90
11. Who decodes a message?	11. See page 90
12. What term refers to the information sent during human communication?	12. See page 91
13. In how many different ways do people receive information?	13. See page 91
14. What two types of hints make up a message?	14. See page 91
15. What is a verbal hint?	15. See page 91
16. What type of message hint is inflection?	16. See page 91
17. Give another example of a nonverbal hint.	17. See page 91
18. Which of the two message hints carries the vast majority of the message's meaning?	18. See page 91
19. Is telephone conversation an example of verbal communication without nonverbal communication? Why, or why not?	19. See page 91
20. What do you call the pathway the message travels from the sender to the receiver?	20. See page 91
21. Give an example of a channel.	21. See page 91
22. A facial expression is carried on what channel?	22. See page 91



23. In how many different types of communication do people engage?	23. See page 92
24. What is small group communication called?	24. See page 92
25. How many people may participate in interpersonal communication at the same time?	25. See page 92
26. Give an example of interpersonal communication.	26. See page 92
27. What is mass communication?	27. See page 92
28. What is generally regarded as the fewest number of people necessary for mass communication?	28. See page 92
29. Give an example of mass communication.	29. See page 92
30. What is intrapersonal communication?	30. See page 92
31. Give an example of intrapersonal communication.	31. See page 92
32. Which of the three types of human communication have you been doing the longest?	32. See page 92
33. What term refers to the complete absence of intrapersonal communication?	33. See page 92
34. Which of the three types of human communication must be present for the other two types to exist?	34. See page 92
35. Assume two people are sitting in a living room discussing what they're reading in the Sunday newspaper. Would this be an example of mass communication? Why, or why not?	35. See page 92
36. Assume two people are sitting in a living room discussing what they're reading in the Sunday newspaper. Would this be an example of interpersonal communication? Why or why not?	36. See page 92
37. Assume two people are sitting in a living room discussing what they're reading in the Sunday newspaper. Would this be an example of intrapersonal communication? Why, or why not?	37. See page 92
38. What type of human communication never stops?	38. See page 92
39. Why can't people stop communicating?	39. See page 92
40. What is the difference between persuasion and coercion?	40. See page 97
41. Why is persuasion consider to be superior to coercion?	41. See page 97
42. What do you call using subjective facts to convince someone to change an opinion?	42. See page 97



43. What do you call a mental state of readiness?	43. See page 97
44. How are attitudes created?	44. See page 97
45. What do attitudes determine?	45. See page 97
46. What is a link?	46. See pages 98-100
47. What two things will an existing attitude do if a new attitude is linked to it during a persuasive speech?	47. See page 99
48. What is a motivational appeal?	48. See page 111
49. The word “new” traditionally signals what motivational appeal?	49. See page 102
50. Patriotism is an example of what motivational appeal?	50. See page 102
51. “Buy one and get one free,” would be an example of what motivational appeal?	51. See page 101
52. The word “improved” traditionally signals what motivational appeal?	52. See page 102
53. What motivational appeal scares the listener into action by threatening frightening consequences if no action is taken?	53. See page 100
54. “Termites are destroying your home,” is an example of what motivational appeal?	54. See page 100
55. Scalpers rely on what motivational appeal to convince you to pay extra money for tickets?	55. See page 101
56. Calling your teachers “Mr.” or “Mrs.” would be an example of what motivational appeal?	56. See page 102
57. Yelling, “We’re #1,” would be an example of what motivational appeal?	57. See page 102
58. What does a destructiveness motivational appeal urge you to destroy?	58. See page 102
59. Give an example of a destructiveness appeal.	59. See page 102
60. Wanting to own your own apartment because it would give you more freedom would be an example of what motivational appeal?	60. See page 101
61. What motivational appeal is the exact opposite of an independence appeal?	61. See page 101
62. Give an example of a conformity appeal.	62. See page 101
63. Celebrity endorsements are examples of what motivational appeal?	63. See page 102



64. Donating to charity is an example of what motivational appeal?	64. See page 101
65. Dressing up prior to going on a “big date” would be an example of what motivational appeal?	65. See page 101
66. What motivational appeal tells you to “do it because it feels good.”	66. See page 101
67. Give an example of a respect for yourself motivational appeal.	67. See page 101
68. Give an example of an adventure motivational appeal.	68. See page 101
69. Assume you are doing a speech with the Thesis Statement, “You should stop smoking cigarettes.” Give an example of an acquisition and savings motivational appeal for this speech.	69. See page 101
70. Assume you are doing a speech with the Thesis Statement, “You should stop smoking cigarettes.” Give an example of a fear motivational appeal for this speech.	70. See page 100
71. Assume you are doing a speech with the Thesis Statement, “You should stop smoking cigarettes.” Give an example of a loyalty motivational appeal for this speech.	71. See page 102
72. Assume you are doing a speech with the Thesis Statement, “You should stop smoking cigarettes.” Give an example of a destructiveness motivational appeal for this speech.	72. See page 102
73. Assume you are doing a speech with the Thesis Statement, “You should stop smoking cigarettes.” Give an example of a respect for higher authority motivational appeal for this speech.	73. See page 102
74. Assume you are doing a speech with the Thesis Statement, “You should stop smoking cigarettes.” Give an example of a conformity motivational appeal for this speech.	74. See page 101
75. Assume you are doing a speech with the Thesis Statement, “You should stop smoking cigarettes.” Give an example of an independence motivational appeal for this speech.	75. See page 101



76. Assume you are doing a speech with the Thesis Statement, "You should stop smoking cigarettes." Give an example of a pleasure motivational appeal for this speech.	76. See page 101
77. What is a hostile audience?	77. See page 104
78. What do you call an audience who agrees with a persuasive speaker?	78. See page 103
79. What do you call an audience who has no opinion about a persuasive speech topic?	79. See page 103 & 104
80. For what persuasive audience type should you establish a common ground?	80. See page 104
81. For what persuasive audience type should you identify yourself with the audience using words like "we" and "us"?	81. See page 103
82. For what persuasive audience type should you present opposing viewpoints to your own?	82. See page 104
83. For what persuasive audience type should you avoid reminding the audience you disagree?	83. See page 104
84. For what persuasive audience type should you not try to accomplish too much?	84. See page 104
85. For what persuasive audience type should you make the issue relevant to the audience?	85. See page 103 & 104
86. For what persuasive audience type should you try to get the audience to take action?	86. See page 103
87. For what persuasive audience type should you use strong language and motivational appeals?	87. See page 103
88. For what persuasive audience type should you present background information and use motivational appeals?	88. See page 103 & 104
89. What type of energy is devoted to accomplishing the group's goal?	89. See page 107
90. What type of energy is devoted to ensuring good interpersonal relationships between group discussion members?	90. See page 107
91. What type of energy is undesirable in a group discussion?	91. See page 107
92. What is the least desirable way to end a problem-solving group discussion? Why?	92. See page 107



93. How should you end a problem-solving group discussion?	93. See page 107
94. What is a consensus?	94. See page 107
95. What do you call the person taking notes during a group discussion?	95. See page 108
96. What type of role is a recorder?	96. See page 108
97. What role is sometimes played by an outside expert such as a lawyer?	97. See page 108
98. What two roles do group members spend up to fifty per cent of a group's time playing?	98. See page 108
99. What does a coordinator do in a group discussion?	99. See page 108
100. What is synergy?	100. See page 108
101. What does an initiator do in a group discussion?	101. See page 108
102. What group role sounds out other group members requesting their reaction to the subject under discussion?	102. See page 108
103. What group discussion role further develops ideas by hypothetically explaining how they would work?	103. See page 108
104. What does an information seeker do in a group discussion?	104. See page 108
105. What two things does a summarizer do in a group discussion?	105. See page 108
106. Why is the role of encourager important in a group discussion?	106. See page 108
107. If two people are arguing in a group discussion, what role should one of them play to help the group reach a consensus?	107. See page 109
108. If neither person plays the compromiser and both people keep arguing, what role should someone else in the group play to help the group reach a consensus?	108. See page 109
109. What is the difference between a harmonizer and a compromiser?	109. See page 109
110. What group discussion role should be played to re-involve group members who have gotten off the subject?	110. See page 109
111. What group discussion role is a power-seeker trying to replace the group's authority with his/her personal authority?	111. See page 109



112. What group discussion roles stops the group from reaching a consensus by entrenching and unreasonably opposing the ideas of others?	112. See page 109
113. What role should you play if you are confronted by a blocker?	113. See page 109
114. What group discussion role has a hidden agenda seeing him/herself as the representative of a group who isn't present?	114. See page 109
115. What does a digresser do in a group discussion?	115. See page 110
116. What do you call a group discussion member who stresses his or her lack of interest in the group's purpose?	116. See page 110
117. What are two common causes for members being withdrawers?	117. See page 110
118. What is the difference between a non-contributor and a withdrawer?	118. See page 110
119. What group discussion role makes irrelevant jokes calling attention to him/herself?	119. See page 110
120. What group discussion role should be played to silence a comedian?	120. See page 110
121. What discussion role refers to a member who does not participate?	121. See page 110
122. What role should someone in the group play to involve a non-contributor?	122. See page 110
123. What group discussion format is presented for the benefit of the participants and frequently has no audience?	123. See page 111
124. What group discussion format features one prepared speaker followed by an audience participation section?	124. See page 111
125. What group discussion format, usually used for informative topics, features 4-7 participants making prepared speeches, followed by a discussion among the experts and ending with audience participation?	125. See page 111
126. What is the most informal group discussion format?	126. See page 111
127. What group discussion format have we been using in our small in-class groups?	127. See page 111



128. What group discussion format, usually used for problem solving, relies on an interpersonal exchange between 4-7 experts before inviting audience participation?	128. See page 111
129. What is the most formal group discussion format?	129. See page 111
130. What is the first step of a problem-solving group discussion?	130. See page 112
131. In what format are group discussion topics written?	131. See page 112
132. What is an open-ended question?	132. See page 112
133. Why should you use open-ended questions to phrase group discussion topics?	133. See page 112
134. How many issues should be contained in a group discussion topic question?	134. See page 113
135. What is <u>incorrect</u> with the phrasing of the following group discussion topic, “Student communication skills at Morton College”?	135. See page 112
136. What is <u>incorrect</u> with the phrasing of the following group discussion topic, “How can we improve the written and spoken communication skills of Morton College students”?	136. See page 113
137. What is <u>incorrect</u> with the phrasing of the following group discussion topic, “Should Morton College require every student to have effective communication skills”?	137. See pages 112
138. What is <u>incorrect</u> with the phrasing of the following group discussion topic, “What do Morton College students need to do to improve their communication skills”?	138. See page 112
139. Write an appropriate open-ended question for a problem-solving group discussion whose goal is to improve the communication skills of Morton College students.	139. See page 112 & 113
140. What is the second step of a problem-solving group discussion?	140. See page 113
141. Name the four questions you should answer when you are describing a problem.	141. See page 113
142. What is the third step of a problem-solving group discussion?	142. See page 113



143. Assume you're a member of a problem-solving group whose goal is to improve the communication skills of Morton College students? Write a criteria for your solution?	143. See page 113 & 114
144. Why is it important to establish criteria for a solution?	144. See pages 113 & 114
145. With which of the problem-solving sequence's seven steps do many inexperienced groups incorrectly begin?	145. See page 114
146. What is the fourth step of a problem-solving group discussion?	146. See page 114
147. What is another name for non-judgmentally presenting all possible solutions?	147. See page 114
148. Why don't you judge brainstormed solutions?	148. See page 114
149. What is the fifth step of a problem-solving group discussion?	149. See page 114
150. What do you evaluate each solution against?	150. See page 114
151. Name the three things that will happen to each solution as it is individually evaluated.	151. See page 114
152. What is the sixth step of a problem-solving group discussion?	152. See page 114
153. What is the final step of a problem-solving group discussion?	153. See page 114
154. In what step of a problem-solving group discussion is quantity more important to quality?	154. See page 114
155. What group discussion role makes sure everyone is participating during step #4 presenting all possible solutions?	155. See page 109
156. What group discussion role would combine ideas to create a new, more workable idea during step #4 evaluate each solution individually?	156. See page 108
157. What group discussion role would hypothetically show how the solution could be put into effect during step #6 create a plan for implementing your solution?	157. See page 108



# Speech Assignment Sheets

## Persuasive Speech

**Assignment Itself:** State your opinion on one side of a subjective issue and support your opinion with arguments. Your initial opinion statement will be your Thesis Statement. The speech will have no introduction or conclusion. Except in the case of Problem/Solution order, the speech will begin with the Thesis Statement.

**Outlining: The Persuasive Speech will use extemporaneous delivery and will be type-written in outline form.** Your outline will be the only notes you'll bring to the lectern. You'll turn in your outline immediately after you've completed your speech. **Using a manuscript**, that is writing the speech in paragraph form, **will not be permitted.** However, you may use a detailed sentence outline. Remember:

Main Points = Roman Numerals I, II, III, IV, V.....

Subpoints = Capital Letters A, B, C, D, E,.....

Support Points = Numbers 1, 2, 3, 4, 5,.....

Further Support Points = Small Letters a, b, c, d, e,...

**The outline for this speech should have three main points with no less than two subpoints supporting each main point.** Since the speech is comprised mostly of your opinion, you probably won't have many support points. List the Specific Purpose (in this case beginning "to persuade the audience" and ending with your topic), Thesis Statement, Organizational Pattern and the Approximate Speech Delivery Time separately at the beginning of your outline. The approximate speech delivery time states how long it takes to deliver your speech.

**Time:** 1-2 minutes. There will be a penalty of 3 points for each fifteen second period over or under the time limits, up to a maximum of 10 points, deducted from the presentation grades of long or short speeches.

**Grading Criteria:** The Persuasive Speech is two Major Speech Grades based upon the following aspects.

**1. Effectiveness of the overall presentation.**

**Vocally**

- You should maintain a conversational quality.
- You should use pauses to emphasize important ideas.
- You should say important words louder/longer.
- You should create proper inflection by varying your pitch, rate and volume.

**Bodily**

- You should use several appropriate hand gestures.
- You should adopt a comfortable, alert posture at the lectern.
- You should have at least 60% eye contact with your audience. Your eye contact should be sustained and spread throughout the room.
- Your ethos should present the image of someone who is trustworthy, knowledgeable, confident and concerned about the audience.
- Your facial expressions should match the mood of what you are saying.

**2. The quality of your outline.**

- The outline should be clearly organized and obey all four outlining rules.
- You should correctly follow an organizational pattern.
- Your Thesis Statement should be supported by main points containing strong arguments.
- You should have smooth transitions.

**Topic Due Date:** \_\_\_\_\_

**Outline Due Date:** \_\_\_\_\_

**Speech Presentation Date:** \_\_\_\_\_



*Personal Experience Speech*

**Assignment Itself:** Prepare a short speech using one of the following topics to tell a story.

1. The best time I ever had in my life was.....
2. My most embarrassing moment was.....
3. My wildest dream would be.....
4. The nicest person I ever met was.....
5. If a magic genie in a bottle granted me one wish, without allowing me to ask for more wishes, my wish would be.....
6. You may present an original story topic provided it is approved in advance by me.

**Written Work:** The Personal Experience Speech will use memorized delivery. You will not be allowed to use any notes at the lectern. Type a list of up to ten items you want to talk about during your speech. Write the items in the order you want to say them. You'll turn in your list prior to delivering your speech. The Personal Experience Speech's general purpose is to entertain. Write your specific purpose, thesis statement and approximate speech delivery time separately at the start of your list. It is very important for you to practice delivering your speech to ensure a well-organized presentation. You should not memorize your speech word for word, but your oral presentation should be substantially the same as what you have written.

**Time:** 1-2 minutes. There will be a penalty of 1 point for each 15 second period over or under the time limits for long or short speeches.

**Written Work Due Date:** \_\_\_\_\_

**Speech Presentation Date:** \_\_\_\_\_

**See the next page for Grading Criteria.**



**Grading Criteria:** The Personal Experience Speech is a Minor Speech Grade based upon the following aspects.

## **1. The effectiveness of your delivery.**

### **Vocally**

- You should maintain a conversational quality.
- You should use pauses to emphasize important ideas.
- You should say one or more important words in each sentence louder/longer.
- You should create proper inflection by varying your pitch, rate and volume. Vary your pitch by using different tones of voice reflecting the emotions you are expressing. Vary your volume by speaking louder or softer than your normal volume for short periods of time. Vary your rate by speaking faster or slower than your normal speed for short periods of time.

### **Bodily**

- You should use several appropriate hand gestures.
- You should adopt a comfortable, alert posture in front of your audience.
- You should have 100% eye contact with your audience. Your eye contact should be spread throughout the room.
- Your ethos should present the image of someone who is trustworthy, knowledgeable about the topic, concerned about the audience and confident.
- Your facial expressions should match the mood of what you are saying.

## **2. Your ability to tell a well-organized story**

- Your story should be presented smoothly and logically.
- Your story should use descriptive phrases to allow the audience to visualize the topic about which you are speaking and create a mood.
- Your story should be easy for the audience to follow.
- Your speech should generally follow what you have written in your speech manuscript.



## *Double Introduction Speech*

**Assignment Itself:** Write two introductions for your upcoming Informative Speech. Minimally, you should use a different attention-getting device in each introduction. You may also employ one of the devices preparing the audience for the speech body or use more than one attention-getting device in the same introduction. **Do not use a Direct Statement of the Topic introduction.**

**Written Work:** The Double Introduction Speech will use manuscript delivery. Your manuscript should be typed. No outline will be required for this assignment since speech introductions are written in paragraph form. Write the Specific Purpose and Thesis Statement at the top of the page and then write two introductions. After each introduction write the introductory devices being used.

**Time:** There are no time limits for this speech since an illustration will take considerably longer to deliver than a rhetorical question and yet they may both be effective speech introductions.

**Written Work Due Date:** \_\_\_\_\_

**Speech Presentation Date:** \_\_\_\_\_

**See the next page for Grading Criteria.**



**Grading Criteria:** The Double Introduction Speech is a minor speech grade based upon the following aspects.

**1. The overall effectiveness of your two introductions.**

- Every word in both introductions should be an attention-getting device or a device preparing the audience for the speech body. There should be no “empty” words.
- Both introductions should demonstrate a well-considered strategy for getting the audience’s attention, establishing the speaker’s ethos and preparing the audience for the speech body.
- Both introductions should be exciting.
- Each introduction should use a different attention-getting device.
- The introductions should use devices to prepare the audience for the speech body if they are applicable.
- The devices to prepare the audience for the speech body should follow the attention-getting device.

**2. The effectiveness of your delivery.**

**Vocally**

- You should maintain a conversational quality. Don’t lapse into unemotionally reading the speech manuscript.
- You should use pauses to emphasize important ideas.
- You should say one or more important words in each sentence louder/longer.
- You should create proper inflection by varying your pitch, rate and volume. Vary your pitch by using different tones of voice reflecting the emotions you are expressing. Vary your volume by speaking louder or softer than your normal volume for short periods of time. Vary your rate by speaking faster or slower than your normal speed for short periods of time.

**Bodily**

- You should use several appropriate hand gestures.
- You should adopt a comfortable, alert posture at the lectern.
- You should have at least 70% eye contact with your audience. Your eye contact should be sustained and spread throughout the room. You’ll have to practice your speech to achieve this.
- Your ethos should present the image of someone who is trustworthy, confident, knowledgeable about the topic and concerned about the audience.
- Your facial expressions should match the mood of what you are saying.



## *Informative Visual Aid Speech and Symposium Discussion*

**Assignment Itself:** Each group will select a symposium discussion group subject area. Each group member will present an informative, descriptive speech, using at least one visual aid, about a smaller portion of the symposium discussion topic. You should impart new knowledge to the audience and connect the new material in your speech to the audience's existing knowledge about your topic. We've suggested group topic areas and assorted subtopics. You're free to narrow any subtopic, create a new subtopic or create a new group topic area and related subtopics with my approval.

**Outline:** The Informative Visual Aid Speech will use extemporaneous delivery. **A typed outline will be required for the informative speech body.** The outline will be the only notes you will be allowed at the lectern. Your introduction and conclusion will be written in manuscript form. **Also, please list your Specific Purpose, Thesis Statement, Organizational Pattern, Introductory Device, Conclusion Device and Speech Time separately at the top of the outline.**

**Time:** 5-6 minutes for each informative speech. There will be a penalty of 3 points for each fifteen second period over or under the time limits, up to a maximum of 10 points, deducted from the presentation grades of long or short speeches. We will have a question and answer session while we're setting up for the next speech.

**Visual Aids:** Each informative speech must actively employ at least one visual aid. The visual aid must be out of the audience's sight until you are ready to use it. You should practice working with your visual aid and give careful consideration to the placement of your visual aid in relationship to the lectern. **The visual aid should be used during the speech to enhance the audience's understanding.** Showing the visual aid after the speech is complete or hanging it up at beginning is not acceptable.

**Evidence and endnotes:** You should use no less than two evidence types to support each main point. **Use emotional evidence such as testimony, figurative analogy and expanded factual examples to support each main point.** The evidence must come from at least three different sources. You should have an endnote for every piece of evidence from an outside source. (i.e. books, magazines, pamphlets, etc.) The endnotes will be numbered in the text of your speech and will also be recorded in the order they occurred on a separate sheet at the end of your outline. Endnote forms are listed on pages 62 and 63 of the *Using Your Speech Power!* textbook.

**Topic Due Date:** \_\_\_\_\_

**Outline Due Date:** \_\_\_\_\_

**Speech Presentation Date:** \_\_\_\_\_

**See the next page for Grading Criteria.**



**Grading Criteria:** The Informative Speech is two Major Speech Grades based upon the following considerations. (The question and answer session is ungraded.)

**1. Effectiveness of the overall presentation.**

- Your speech should be interesting and impart NEW knowledge to the audience.
- The material in your speech should be linked to the audience's existing knowledge of your topic.
- Your speech should be objective.

**a. Effectiveness of the delivery.**

**Vocally**

- You should maintain a conversational quality.
- You should use pauses to emphasize important ideas.
- You should say important words louder/longer.
- You should create proper inflection by varying your pitch, rate and volume.

**Bodily**

- You should use several appropriate hand gestures.
- You should adopt a comfortable, alert posture at the lectern.
- You should have at least 70% eye contact with your audience. Your eye contact should be sustained and spread throughout the room.
- Your ethos should present the image of someone who is trustworthy, knowledgeable, confident and concerned about the audience.
- Your facial expressions should match the mood of what you are saying.

**b. The effective use of your visual aid.**

- The visual aid should be an integral part of the speech presentation not a post-speech handout or picture.
- You should refer to your visual aid during your speech.
- The visual aid should be large enough to be easily seen by the audience. The TEC lectern document camera will project a regular sheet of paper. The TEC lectern computer has PowerPoint and Internet access.

**2. Quality of your written work.**

**a. The quality of your outline.**

- The outline should be clearly organized and obey all four outlining rules.
- You should correctly follow an organizational pattern.
- Your Thesis Statement should be supported by main points containing strong arguments.
- You should have smooth transitions.

**b. Effective use of evidence and endnotes.**

- You should present evidence from no less than three different outside sources.
- The speech should contain illustrations, statistics, testimony and/or analogies.
- You should support each main point with more than one type of evidence.
- You should use emotionally appealing evidence such as testimony and expanded factual examples.
- You should have an endnote for every piece of outside evidence.

**c. The quality of your introduction and conclusion devices.**

- You should use introduction devices actively getting the audience's attention.
- If applicable, you should use devices preparing the audience for the speech body.
- Every word in your introduction should be an attention-getting device or a device preparing the audience for the body of the speech.
- Your conclusion should restate the highlights of the speech.
- Your conclusion should give the audience a sense of completeness.



## *Group Discussion Project*

**Assignment Itself:** I'll divide our class into groups. Each group will use the problem/solving group discussion sequence to investigate, brainstorm and suggest viable solutions for a real-life Morton College problem. I've selected group leaders who will assume overall responsibility for the project. Each group will determine their research needs, construct a type-written report of their findings and orally present their findings in class. The oral presentation will be divided amongst the group members. Each presentation will be followed by audience comments and questions. The oral presentation and audience response sections will be chaired by the group leader.

**The Roles and Rights of Group Members:** Each group, working with their leader, will devise individual tasks and assign duties. I'd suggest you keep a written record of assignments and due dates. The group leader will coordinate the group's activities and have final say in all matters. The group leader has the authority to dismiss any member who doesn't fulfill his/her commitments. The dismissed member will complete the assignment individually. Any group member has the right to resign from his/her group and complete the assignment individually.

**Written Work:** Each group will submit a typed report describing your work for steps two, three, five and six of the group discussion sequence. The report will contain your problem's description citing your research results, your solution's criteria, your recommended solution and a suggested implementation method. You should cite evidence to support your conclusions in step number two.

**Time:** Oral Presentation: 10 minutes.

Question and Answer Session: 5 minutes.

There will be no time penalties.

**Grading Criteria:** The Group Discussion Exercise is a minor speech grade based upon the following aspects. All group members receive the same grade.

- The group's ability to correctly follow the problem/solving group discussion format.
- The creativity and quality of each group's research plan
- The creativity and quality of each group's proposed solutions and recommendations
- The neatness and thoroughness of each group's written report.
- The effectiveness of the group's oral presentation.

**Written Work Due Date:** \_\_\_\_\_

**Group Presentation Date:** \_\_\_\_\_



## **Group Discussion Project Format**

### **◆ STEP #1 DEFINE THE PROBLEM.**

(Each group will discuss one of the problems we'll suggest.)

**Problem :**

### **◆ STEP #2 DESCRIBE THE PROBLEM**

(Each group should answer these four questions.)

**Question #1:** “What’s causing the problem?”

**Question #2:** “How serious is the problem?”

**Question #3:** “What are the problem’s effects?”

**Question #4:** “Who's being affected?”

### **◆ STEP #3 ESTABLISH CRITERIA FOR A SOLUTION.**

(Explain what a successful solution must achieve to solve the problem.)

(I may give each group some additional criteria.)

### **◆ STEP #4 PRESENT ALL POSSIBLE SOLUTIONS.**

(Brainstorm. Non-judgmentally accept all suggested solutions.)

### **◆ STEP #5 EVALUATE EACH SOLUTION INDIVIDUALLY.**

(Judge every brainstormed solution against the criteria for a successful solution your group established in step #3.)

First, eliminate solutions that don’t meet the criteria.

Then, combine similar solutions.

You’ll be left with the problem’s best possible solution.

### **◆ STEP #6 CREATE AN IMPLEMENTATION PLAN FOR THE SOLUTION.**

(Explain how your solution will be put into effect.)

### **◆ STEP #7 CHECK YOUR SOLUTION’S RESULTS.**

(After time has passed, evaluate your solution to see if it achieved the hoped-for results. Adjust your solution if necessary.)



## *Impromptu Speech*

**Assignment Itself:** Present an Impromptu Speech on one of six topics you have written in the spaces below. The Impromptu Speech's general purpose will be to entertain.

Topic #1 \_\_\_\_\_

Topic #2 \_\_\_\_\_

Topic #3 \_\_\_\_\_

Topic #4 \_\_\_\_\_

Topic #5 \_\_\_\_\_

Topic #6 \_\_\_\_\_

***I will choose six topics for anyone who is unprepared.***

**In class on the day of the speech:** We'll all sign-up on the blackboard. As the speaker preceding you is getting ready to speak, you'll role a pair of dice and select your Impromptu Speech topic from the numbers showing on the dice.

**Time:** 1-2 minutes. I will stop any speaker going beyond the time limit.

**Written Work:** Although no written work will be turned in for the Impromptu Speech, you may bring whatever notes you can quickly assemble to the lectern.

**Grading Criteria:** The Impromptu Speech is an ungraded assignment. However, after the Impromptu Speeches are finished everyone will vote for the best Impromptu Speaker. The speaker winning the Impromptu Speaking competition will have 20 points added to their final point total. The voting on the Impromptu Speech should be based upon the effectiveness of the overall presentation.

Vocally, you should maintain a conversational delivery throughout the speech. You should emphasize important ideas by pausing. Your pitch, rate and volume should be appropriately varied to create proper inflection. Bodily, you should use several hand gestures and adopt a comfortable and alert posture. You should have at least 80% eye contact with your audience. Your eye contact should be sustained and spread throughout the room. Your ethos should present the image of someone who is believable, confident and concerned about the topic. You should demonstrate the ability to think on your feet and present your impromptu speech in an organized manner.

**Speech Presentation Date:** \_\_\_\_\_



*The Debates*

**Assignment Itself:** Prepare a persuasive speech supporting one side of a current, controversial issue. Then, in class, formulate an impromptu rebuttal of your opponent’s speech. The Affirmative speaker supports the debate proposition. The Negative speaker opposes the proposition. **I must approve all debate topics.** Finally, you must submit a completed Audience Analysis Form.

**The Format and Time Limits:**

- Affirmative constructive persuasive speech.....5-6 minutes
- Negative constructive persuasive speech.....5-6 minutes
- Brief Preparation Period.....1 minute
- Negative impromptu rebuttal.....1-2 minutes
- Affirmative impromptu rebuttal..... .1-2 minutes

**You’ll be stopped and your speech considered complete when you reach the maximum time limit.** A penalty of 3 points for each fifteen second period under the time limits, up to a maximum of 10 points, will be deducted from the presentation grade for short speeches.

**Outline: A typed outline will be required for the 5-6 minute constructive persuasive speech.** The 5-6 minute speech will use extemporaneous delivery and must be delivered from the outline. Write out the introduction and conclusion. **List the Specific Purpose, Thesis Statement, Organizational Pattern, Introductory Device, Conclusion Device and Speech Time separately at the top of your outline.** No written work will be required for the 1-2 minute impromptu rebuttal, although you might be able to prepare some advance arguments by anticipating your opponent’s speech. You should also write notes while your opponent is speaking or during the 1 minute preparation period. **Do not write your rebuttal in advance.**

**Endnotes:** All evidence from outside sources must be endnoted. The endnotes will be numbered in your speech text and recorded as they occurred on your endnote page. Endnotes must come from at least three different sources.

**The Debate Audience Analysis Form:** The Debate Audience Analysis Form should be completed and turned in with the Debate outline. It should thoroughly discuss your speech strategy. It should be neatly written or typed.

**Topic Due Date:** \_\_\_\_\_

**Outline Due Date:** \_\_\_\_\_

**Speech Presentation Date:** \_\_\_\_\_

**See the reverse side for Grading Criteria.**



**Grading Criteria:** The 5-6 minute Constructive speech is worth two Major Speech Grades. The Impromptu Rebuttal is worth one minor speech grade. The Audience Analysis Form will be worth one minor speech grade. The four grades will be based upon the following aspects.

**One Major Grade is for your oral presentation.**

**Vocally**

- You should maintain a conversational quality.
- You should pause to emphasize important ideas.
- You should say important words louder/longer.
- You should vary your pitch, rate and volume to create proper inflection.

**Bodily**

- You should use several appropriate hand gestures.
- You should adopt a comfortable, alert posture at the lectern.
- You should have at least 70% eye contact with your audience. Your eye contact should be sustained and spread throughout the room.
- Your ethos should present the image of someone who is trustworthy, knowledgeable about the topic and concerned about the audience.
- Your facial expressions should match the mood of what you're saying.

**One Major Grade is for the quality of your written work.**

**The quality of your outline.**

- The outline should be clearly organized and obey all four outlining rules.
- You should correctly follow an organizational pattern.
- Your Thesis Statement should be supported by main points containing strong arguments.
- You should have smooth transitions.

**Effective use of evidence and endnotes.**

- You should present evidence from at least three different sources.
- You should support each main point with more than one type of evidence.
- You should use emotionally appealing evidence such as testimony, expanded factual examples and figurative analogies.
- You should have an endnote for every piece of outside evidence.

**The quality of your introduction and conclusion devices.**

- Your introduction devices should actively get the audience's attention.
- If applicable, you should use devices preparing the audience for the speech body.
- Every word in your introduction should be an attention-getting device or a device preparing the audience for the body of the speech.
- Your conclusion should emotionally restate the highlights of the speech.
- Your conclusion should give the audience a sense of completeness.

**You should have used no less than three motivational appeals.**

**1-2 Minute Impromptu Rebuttal is worth one minor grade.**

- You should actively refute what your opponent said in his/her speech.
- You should point out weaknesses in your opponent's arguments and evidence.
- You should respond to any criticisms your opponent has made about your case.
- You should review the highlights of your speech.
- Your rebuttal should be clearly organized and easy for the audience to follow.
- Your rebuttal should be delivered in a conversational manner as defined above.

**The Debate Audience Analysis Form is worth one minor grade.**

- The form should be complete and show thoughtful consideration of your audience's make up.
- Your speech strategies should follow the audience presentation strategies we've discussed.
- The Debate Audience Analysis Form should be neatly written.



## *Debate Audience Analysis Form*

*All the answers on this form are educated guesses. Make your best guess. Ask people in class if you feel you can not make a reasonable guess. **Answer questions 1-16 before writing your speech. Complete questions 17-21 after your speech is written.***

**1. What is your audience's existing topic knowledge?**

\_\_\_\_\_uninformed    \_\_\_\_\_moderately informed    \_\_\_\_\_well-informed

**2. What is your audience's age range?    range: \_\_\_\_\_**

**3. What is your audience's gender?**

\_\_\_\_\_primarily female    \_\_\_\_\_primarily male    \_\_\_\_\_mixed

**4. What is your audience's educational background?** \_\_\_\_\_

**5. What is your audience's average income?** \_\_\_\_\_

**6. What is your audience's primary nationality?** \_\_\_\_\_

**7. What is your audience's primary political affiliation?** \_\_\_\_\_

**8. Does the majority of your audience belong to a particular ethnic group?**

*Yes or No (circle one) If yes, which one?* \_\_\_\_\_

**9. Does the majority of your audience belong to a particular religious faith?**

*Yes or No (circle one) If yes, which one?* \_\_\_\_\_

**10. Does the majority of your audience hold similar jobs?**

*Yes or No (circle one) If yes, which one?* \_\_\_\_\_

**11. Does the majority of your audience identify themselves with one club or group?**

*Yes or No (circle one) If yes, which one?* \_\_\_\_\_

**12. Write any factors affecting your audience's perception of your speech not covered by this form.** \_\_\_\_\_

**13. Which three of the audience analysis factors written above had the greatest influence on how you wrote your speech? Why?**

Factor #1 \_\_\_\_\_

Factor #2 \_\_\_\_\_

Factor #3 \_\_\_\_\_



**14. Based on your audience analysis, state three opinions you believe the majority of your audience holds about your topic.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**15. Based on your audience analysis, how would you classify your audience?**

\_\_\_\_\_friendly                      \_\_\_\_\_neutral                      \_\_\_\_\_hostile

**16. How will your speech benefit the audience?** \_\_\_\_\_  
\_\_\_\_\_

**17. List three different motivational appeals you used in your speech. Write where each motivational appeal could be found in your speech. If the motivational appeal occurs in the speech body please write the outline point where it is located.**

- | <i>motivational appeal</i> | <i>speech location</i> |
|----------------------------|------------------------|
| 1. _____                   | 1. _____               |
| 2. _____                   | 2. _____               |
| 3. _____                   | 3. _____               |

**18. What introduction device(s) did you use? Why did you choose this/these device(s)?**

\_\_\_\_\_  
\_\_\_\_\_

**19. What conclusion device(s) did you use? Why did you choose this/these device(s)?**

\_\_\_\_\_  
\_\_\_\_\_

**20. Which of the seven evidence types did you use? Why did you select these evidence types?** \_\_\_\_

\_\_\_\_\_

**21. Based on your audience analysis, state three strategies you will employ to make your speech more effective for your audience.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## *Introduce a Speaker*

**Assignment Itself:** The assignment has two parts. First, you'll type a manuscript briefly explaining your Informative Visual Aid Speech topic and your speaking credentials. You'll give your manuscript to another class member who will introduce you prior to your Informative Speech presentation. This is a common practice among professional speakers. It's risky to trust your introduction to an unfamiliar person who may not have good writing skills or an accurate understanding of your speech. Secondly, you'll receive a manuscript from another class member. You'll introduce him/her prior to his/her Informative Speech *This assignment is separate from your Informative Visual Aid Speech which will have an introduction of its own.*

**Written Work:** Your manuscript should be three paragraphs long. It should be typed in a 14 point font for easy readability.

The first paragraph's goal is to "sell" your Informative Speech topic and yourself as a speaker. The first paragraph should begin with an attention-getting introduction device. You may want to include a section establishing the topic's importance.

The second paragraph's goals are to build your ethos and create a relationship with the audience. Explain why you're qualified to speak on this subject. How did you get interested in the topic? What research have you done in the topic area? What first-hand experiences do you have? Do you hold a job in the topic area? Have you received any honors or awards in your topic area? Feel free to add any other relevant information. Then, give the audience some personal information. Are you married? Do you have any children? Any pets? Any hobbies? Have you received any honors for personal achievements outside your speech topic area?

Finally, the third paragraph should contain a request for the audience "to give a warm welcome to..." (or words to that effect) and end by saying your name. The third paragraph's goal is to increase audience excitement and hopefully start your speech with a round of applause.

**Time:** 30 seconds-1 minute. There will be no time penalty.

**Grading Criteria:** Introduce Another Speaker is worth one Minor Speech grade based upon the following aspects.

### **1. Your Oral Presentation Introducing Another Speaker.**

#### **Vocally**

- You should maintain a conversational quality while speaking from an unfamiliar manuscript.
- You should use pauses to emphasize important ideas.
- You should say important words louder/longer and vary your pitch, rate and volume.

#### **Bodily**

- You should have at least 60% eye contact with your audience. Your eye contact should be spread throughout the room.
- You should use several appropriate hand gestures.
- You should adopt a comfortable alert posture at the lectern.
- Your facial expressions should match the mood of what you are saying.

### **2. Your written work should follow the criteria listed above and produce an effective introduction for yourself and your speech.**

**Speech Presentation Date:** \_\_\_\_\_



## *Preliminary Debate Speech*

**Assignment Itself:** Using your Debate Speech topic, prepare a persuasive speech supporting the opposite side of the topic you'll be presenting in your Debate Speech. This will enable every speaker to better understand their debate opponent's side of the issue.

**Outline:** The Preliminary Debate Speech will use extemporaneous delivery. **A typed outline will be required for the 5-6 minute extemporaneous persuasive speech.** The speech must be delivered from the outline. Write the introduction and conclusion in manuscript form at the place in your speech text where you plan to deliver them. **List the Specific Purpose, Thesis Statement, Organizational Pattern, Introductory Device, Conclusion Device and Speech Time separately at the top of your outline.**

**Evidence and endnotes:** You should use no less than two evidence types to support each main point. **Use emotional evidence such as testimony, figurative analogy and expanded factual examples to support each main point.** The evidence must come from at least three different sources. You should have an endnote for every piece of evidence from an outside source. (i.e. books, magazines, websites, etc.) The endnotes will be numbered in the text of your speech and will also be recorded in the order they occurred on a separate sheet at the end of your outline. Endnote forms are listed on pages 62 and 63 of the *Using Your Speech Power!* textbook.

**Time:** You'll be stopped and your speech considered complete when you reach the **maximum time limit.** A penalty of 3 points for each fifteen second period under the time limits, up to a maximum of 10 points, will be deducted from the presentation grade for short speeches.

**Topic Due Date:** \_\_\_\_\_

**Outline Due Date:** \_\_\_\_\_

**Speech Presentation Date:** \_\_\_\_\_

**See the next page for Grading Criteria.**



## **Grading Criteria: The Preliminary Debate Speech is worth two Major Speech Grades.**

### **5-6 Minute Extemporaneous Speech**

#### **One Major Grade is for your oral presentation.**

##### **Vocally**

- You should maintain a conversational quality.
- You should pause to emphasize important ideas.
- You should say important words louder/longer.
- You should vary your pitch, rate and volume to create proper inflection.

##### **Bodily**

- You should use several appropriate hand gestures.
- You should adopt a comfortable, alert posture at the lectern.
- You should have at least 70% eye contact with your audience. Your eye contact should be sustained and spread throughout the room.
- Your ethos should present the image of someone who is trustworthy, knowledgeable about the topic and concerned about the audience.
- Your facial expressions should match the mood of what you're saying.

#### **One Major Grade is for the quality of your written work.**

##### **The quality of your outline.**

- The outline should be clearly organized and obey all four outlining rules.
- You should correctly follow an organizational pattern.
- Your Thesis Statement should be supported by main points containing strong arguments.
- You should have smooth transitions.

##### **Effective use of evidence and endnotes.**

- You should present evidence from at least three different sources.
- You should support each main point with more than one type of evidence.
- You should use emotionally appealing evidence such as testimony, expanded factual examples and figurative analogies.
- You should have an endnote for every piece of outside evidence.

##### **The quality of your introduction and conclusion devices.**

- Your introduction devices should actively get the audience's attention.
- If applicable, you should use devices preparing the audience for the speech body.
- Every word in your introduction should be an attention-getting device or a device preparing the audience for the body of the speech.
- Your conclusion should emotionally restate the highlights of the speech.
- Your conclusion should give the audience a sense of completeness.

