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# Public Speaking Workbook – V 2.1

Robb Lightfoot -- CMST 60

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## PLEASE READ THIS!!

### Assignment Summary – Keep Track of Your Points

Please refer to the first-day handout for the list of major assignments and the grading system. If you lost yours, you can find a copy on the class website. I will, from time to time, print out your points, and these printouts will show the due dates of major, upcoming assignments. Grades will be mailed weekly, usually, to the official email address of record. These grade mailings and printouts have the due dates for your assignments. This, and oral announcements in class, will be your notification of due dates.

If you decide to create an account for yourself online, and to submit your material online, then you also can check your scores there, too. But there is NOT an online grade book. You are responsible for tracking your grades. I strongly suggest that you keep all returned papers and grade printouts. Make a note of the date you submitted papers. AND MAKE SURE YOU GET YOUR NAME AN ALL GROUP ASSIGNMENTS.

What grade are you hoping for?? A common, and avoidable, mistake that can cost you a grade is to skip what seem to be minor assignments, or to miss class and thereby miss the points you will earn during discussions. At first, this may not seem to make much of a difference. But since all the points count towards your final grade, you can find that your overall grade is a C+ or B+, and really want that higher grade. If you've blown off early assignments, and can't go back and do them, then you're left to the maximum of 50 points extra credit. So, it's always best to be a bit ahead, in case the unexpected happens. Show up. Do the work. Decide you care about your grade in the first week, not the last.

You are responsible for keeping track of your grade. The semester grade is based on the assumption that we'll accumulate 1,000 points. You can do some simple math to determine where you stand in class. Just add up your points and divide by the total number of points to get your current, overall percentage. Be sure to include ALL the assignments, even ones you may have skipped.

One other note. We may change some of the assignments listed on the website and in this workbook, adding or omitting assignments as needed. The "assignments by the week" guide is our best guess at this point. I may move assignment a bit to accommodate opportunities or glitches. This will be announced in class and I'll change the grade printouts. You will need to note these changes on the tally sheet below. As per the grading scale, here's how the grades will be posted:

**IF YOU WANT TO GET YOUR GRADE BY EMAIL, which I tend to do weekly, then you must make sure that I have your current email address. If you gave the school your parent's or ex-girlfriend's email address, then that's where the grades will go unless you tell me otherwise!**

90% and up = A  
80-89% = B  
70-79% = C  
60-69% = D  
Under 60% = F

**“Assignment” refers to work that you’ll be expected to do on your own, unless otherwise announced. “Group” assignments are just that. You’ll need to do this in your study groups. Note: Some of these assignments will be completed in class, and you MUST be present.**

Week	Assignment - Number	Possible	Your Score
1	Assignment # 1 – A quick bio for the instructor.	5	
	Assignment #2 – Autograph Party	5	
	Group #3 – How To Write And Deliver Great Speeches	10	
	Assignment #4 – LRC Card	5	
2	Group #5 – Even The Pros Get Nervous – A Look At Seinfeld	10	
	Assignment #6 – Send Robb A Message In The Portal	5	
	Assignment #7 – Change Your Profile and Upload a Photo	5	
	Assignment #8 – PowerPoint - Do this in the LRC or at home...	10	
	Assignment #9 – Quiz on Syllabus and Chapter 1 in Hamilton Textbook	20	
3	Assignment #10 – Pet Peeve Speech	25	
	Group #11 – Group Discussion – “The Best Speaker Is...”	10	
	Group #12 – Cosby – Effective Speaking	10	
4	Assignment #13 – View Your Pet Peeve Speech – Extra Credit	5	
	Assignment #14 – Quiz on Chapters 2 & 3 in Hamilton Textbook	20	
5	Assignment #15 – Pre Outline for the PowerPoint Speech	10	
	Group #16 – Andy Kaufman – The Man In The Moon Video	10	
	Assignment #17 – PowerPoint Speech	50	
	Group #18 – Creativity Book Report	20	
6	Assignment #19 – Quiz on Chapters 4-5 in Hamilton Textbook	20	
	Assignment #20 – PowerPoint Audience Analysis Paper	10	
	Assignment #21 – View Your PowerPoint Speech – Extra Credit	5	
7	Group #22 – Impromptu Speaking	5	
	Assignment #23 – The Researched Informative – Expository Speech	100	
	Assignment #24 – Performance Analysis Paper	25	
	Group #25 – Books on Tape	10	
8	Group #26 – Chomsky – Manufacturing Consent	15	
	Assignment #27 – Quiz on Chapters 6 -7 in Hamilton Textbook	20	
	Assignment #28 – View Your Expository Speech – Extra Credit	5	
	Group #29 – Extra Credit – Review the Psychology Today Article on Anxiety	10	
9	Group #30 – Ethos – “Power” video with Richard Gere	10	
10	Group #31 – Pathos and Values – “The Awful Truth” video	10	
	Assignment #32 – Quiz on Chapters 8-9 in Hamilton Textbook	20	

12	Assignment #33 – Expository Speech Audience Analysis	10	
13	Assignment #34 – The Persuasive Speech	100	
	Group #35 – Doublespeak video	10	
14	Assignment #36 – Reviewing the Persuasive Speeches	10	
	Assignment #37 – Quiz on Chapters 10-11-12 in Hamilton Textbook	30	
15	Group #38 – The Group Project/Presentation	100	
	Assignment #39 – Extra Credit – Claim All Your Papers	5	
16	Assignment #40 – Quiz on Chapters 13-14 in Hamilton Textbook	20	
	Assignment #41 – View Your Group Presentation – Extra Credit	5	
	Assignment #42 – Reviewing the Group Presentation – Short Paper	10	
	Group #43 – “Good Night and Good Luck” video on responding to an attack	10	
17	Assignment #44 – Viewing Your Persuasive Speech – Extra Credit	5	
18	Assignment #45 – Final Exam	100	
	Extra Credit (Not to exceed 50 points – Will be announced in class)		

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## Quick Tip:

### How to update your password, email, or upload a photo

Here are instructions on how to change your profile settings. Usually, you'll need to do this to change your password, update your email address, or put a photo alongside your postings. Some students prefer to use a fun image of something they like, a hobby, a pet, or anything other than their own face. That's fine.

1. Log into our Moodle class.
2. Look for your name in the upper right hand corner, click on it.
3. The menu that now opens has some options. You can change your password from the initial menu that comes up. Look for the button.
4. To change your email, or to add a photo to your postings, click on the "edit profile" tab. Look near the top of the page for this tab.
5. Scroll down and look for the "upload image" option. There is a browse button that you can use to point to the file on your computer that you want to upload. It can't be more than the file size indicated. (Look on our web for "cool free software," and you can get software to edit images - make them smaller if you need to.)

You will need to scroll down the screen to see these boxes.

6. Upload the image. Allow enough time for the computer to confirm the upload.

# Inquiry/Group Discussion Rubric - Lightfoot

All of my class assignments and materials are selected to fit a particular theme, topic, skill or goal. You can usually tell what the theme of the week is from the reading, and I will make it explicit when I lecture or otherwise explain an assignment. But even with all these specific components, it's important to keep the "big picture" in mind. So, I've tailored many of my assignments to make you an active part of creating meaning from all this material. In the end, it is essential for you to reflect on what all of the assignments, activities, and experience added up to for you, and for me to see how you internalized this class. Rather than wait until the end, I often will ask you to process this material and think for yourself how to apply or extend this information with what I call the Inquiry Rubric, a nod to the Inquiry Method of educational theorist and philosopher, Carl Rogers—no relation to Mr. Rogers of TV fame....

**When I tell you how many points an assignment is worth, this rubric will help you understand my expectations for your work. Here is the rubric.**

## **What You Need To Do**

### *I. Basic Process – 5 points*

- a. What was the most interesting part of this lecture/activity/assignment?
- b. Why? What was the most useful concept/skill/idea? Why?
- c. What was the most difficult concept/skill/idea to grasp? Why?

### *II. Intermediate - Method – 10 points*

- a. Answer the questions from section I AND
- b. Where do you see this concept/skill/idea fitting into our current reading?  
Be specific and give an example from the book.
- c. Where, outside of Google or Wikipedia, could you learn more about this? Don't overlook "people resources" or places outside our library?

### *III. Full-On – 25 points and up*

- a. Answer the question from sections I and II AND
- b. Look at our textbook and find the references it lists on this topic.
- c. Find and print/copy/email an abstract of at least one of those primary sources.
- d. Find and include an example of this idea or skill as detailed in the popular press. Be sure to collect all the information required to do a full, MLA citation.
- e. Find and include an example of a PEER REVIEWED article on this topic that is NOT mentioned in our textbook. Please seek the help of the reference librarian, and don't just go to Google on this.
- f. Read these items, and write on the following.
  - i. Does the popular press agree with our textbook?
  - ii. Has any additional information come to light in the popular or scholarly press on this topic? If so, what is it?
  - iii. Is there controversy or disagreement on this topic? If so, what is the issue and why does it exist?
- g. Prepare a presentation for the class, the length to be announced. (This is for the bigger assignments.) You may be directed to use PowerPoint.

When you write papers for me, and I've asked you to write without giving any specifics, this

framework should guide you. For me, the questions always center on how information can be integrated into what we know, whether it is credible, consistent with what is widely believed, and worthy of our assent. If not, then why not? Once we've decided to pay heed to the information, then comes a series of questions as to how we can rub these ideas together and generate some heat. The process can and should be, fun.

## FAQs

Please feel free to ask question at any time and in any format. I will answer question on the spot when I can, or get back to you. Over the years many question recur, especially those asked during the first day of class. Since I am just now compiling this workbook, I don't have a stack of these at the ready, but here are a few from years gone by

**Q:** Do I need to buy the book?

**A:** Research consistently shows that students who fail to commit to the class by coming regularly or buying the book usually don't succeed. But, that said, there is a copy on reserve and more than a few students have managed without it. Just keep up on the readings, please.

**Q:** What do I have to do to get an "A"?

**A:** Read the first-day handout for the particulars. But, briefly, show up each day. Do the homework. Take notes. Prepare your readings/performances EARLY and PRACTICE them. You don't have to be an actor. Just find stuff you like and put some passion into it. Be willing to take some risks and be silly here and there. Do this, and the grades will take care of themselves. Work effectively with your group.

**Q:** How hard is this class?

**A:** This class involves a good deal of reading, research and planning. I strongly urge you to use your group. It's possible to work this so that you can partner up with others and cut your workload down. But evidence is the life blood of discussion and debate, and it takes time to research and find academic-grade evidence. You'll also be looking into the background of sources-cited more than you have in other classes. Get an early start on the class and work ahead.

**Q:** Why do you want your bibliographies in MLA style?

**A:** Most colleges want either MLA or APA. I prefer MLA because it is most often used by language instructors on our campus. Either way, you need to get into the habit of gathering complete source citations. You need to have enough information, properly formatted, so that others can cross-check your material. This WILL happen in debate. It will save you time to just gather this up front rather than trying to dig it up later. There are some pretty handy tools in the LRC and Writing Center that gather and format this for you while you're looking this up.

# Assignment #1 - A Brief Bio

Your Name \_\_\_\_\_ Your Class Section \_\_\_\_\_

Your CURRENT phone/message number (\_\_\_\_) \_\_\_\_\_

Your CURRENT email \_\_\_\_\_

This was handed out in class, but you also can do it online for +5.

This biography does two things.

First, it gives me some information to help learn who you are as a student and as a person. See the questions below.

Second, it confirms your ability to upload a file. I prefer that all uploads of assignments be in "RTF" or "Rich Text Format." This format is one that nearly all word processors can write to. If you don't see this in your word processor, then you can just use "plain text." I cannot open files in Microsoft Works, or even the newest version of Word or WordPerfect.

Here are the questions I'd like you to answer. You get +10 for your answers, and as you can probably guess, there are no "right" answers.

1. What is your name? (Please get in the habit of putting your name on everything!)
2. Do we have your current email address at Shasta (check your profile here, as I used the email the school had on record. You may change it--and should--if it is not correct.)
3. What are your goals for this class?
4. What are your concerns?
5. What experience have you had in speech or debate classes? (it is OK if you've had none at all.)
6. What are your questions as you start this semester?

# Assignment #2 - The Autograph Party

Your Name \_\_\_\_\_ Your Class Section \_\_\_\_\_

Instructions:

You are to find, if possible, a person in the class who meets one of these criteria. Give this sheet to that person, and have him or her SIGN this sheet and return it to you. Find, if possible, a different person for each description.

## **Find a person that:**

Is an only child

Drives a "classic" car

Was born outside California

Is getting too little sleep

Plays a musical instrument

Has seen a recent movie you've seen

Speaks a language other than English

Has a web page on the Internet

Is married

Is taller than you

Is newly in love

Is left-handed

Writes poetry

Goes to church regularly

Plays team sports

Rides a bike or runs regularly

Has traveled overseas

Is a parent

Works 20 or more hours a week

Knows someone you know

Is a vegetarian

Commutes more than 1 hour a day

## Group #3 - How To Write and Deliver Great Speeches

Members Names \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Your Section \_\_\_\_\_

You may see it, on your own, in the LRC as video PN 4129.15 .H69 (2006).

For +5 points, answer these questions.

1. What did you like most about this video?
2. What did it suggest as far as writing your speech?
3. What did it suggest as far as delivering your speech?
4. What specific suggestions, regarding practice, did it have?

## Assignment #4

Your Name \_\_\_\_\_ Your Section \_\_\_\_\_

### Get An LRC Card, Show It To Robb

It is essential that you have an LRC card, even if you never plan on visiting the campus Please GET A CARD, and submit this number here. You need only share the last four digits – just enough so that I can see that you did this.

Even though this only worth 5 points, you will find it impossible to do later assignments without online access to our LRC.

You have TWO WEEKS to get this taken care of.

## Group #5 - Seinfeld: Even the Pros Get Nervous

Members Names \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Your Section \_\_\_\_\_

We'll watch a portion of the "Seinfeld" video. Notice the following.

1. How nervous does Seinfeld seem to you?
2. What are some of the "rookie mistakes" that Seinfeld criticizes himself for making?
3. What are some of the suggestions that the comics give to one another? Be specific?
4. Seinfeld tells a joke or story about four musicians who have to land in a storm and walk across a muddy field. What is the point of this story?
5. What are some of the techniques that the various comics use to prepare or to deal with audience reactions?

You may post your answers online, using the "edit" button, or put down answers on paper and turn them in. You have one week to do this assignment.

Questions are based on the Video "Jerry Seinfeld: COMEDIAN".

## Assignment #6

### Send Robb A Message In The Portal – optional, extra credit

Log into our Moodle classroom and send a message

We'll discuss this in class. But you can do this by clicking on "participants," and looking for my name. Click on it, and then use the function to send a message to me.

Be sure to tell me which class you are in, by both NAME of the class and the TIME it meets.

Thanks,

Robb

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### **Log-in instructions to the class portal.**

All resources for this class can be found at [www.shastastudents.com/classes](http://www.shastastudents.com/classes)

Use of this website is optional. You can complete this class without using the website, but you will need to use the workbook. This can be purchased in the bookstore or downloaded from the above website for free.

You can submit your work electronically if you create an account for yourself. The website has many tools and resources, such as PowerPoints of the class lectures, articles not found in the handbook, and video clips of previous speeches. I also will be uploading the videos for this term to the portal.

Please do not create more than ONE account for yourself, or you'll find it difficult to see your overall score. To create an account, you will need a working email. If you forget your password, there is a method of resetting your password.

**PLEASE NOTE THAT THIS WEBSITE IS MAINTAINED BY ME AND IS NOT A SHASTA COLLEGE WEBSITE! This is important. Your "presence" on this portal does NOT mean that you are officially enrolled in class. It means that I have you as a student of record. If you fail to properly complete or pay for your classes, or otherwise have enrollment issues, then you may still appear on this website but not be eligible for a grade. It is your responsibility to assure that you are in good standing with the school.**

## Assignment #7

### Extra Credit - Update Your Profile

You need to change your password, and you need to update some of the information that your fellow students can see.

To do this, you must first log in.

Next, click on your name in the upper right hand corner. This will bring up a new screen with various options. Please change your password to something you'll remember.

You also can upload a photo of yourself. This is a "thumbnail," and it will appear on all your postings. To get full credit for this assignment, please upload an image. If you have any problems, contact me.

Please post a quick note through this assignment to let me know you've done this. I also can tell that you've done this if you change your photo/avatar image. You need not use a photo of yourself, if you don't want to. Some students prefer to use images of their pets, kids, cars, or favorite animated character.

Robb

# Assignment #8

## Playing With PowerPoint

We will be visiting the LRC's Writing Center, upstairs, and using their machines to create PowerPoint presentations. Instructions are below. Be sure to SAVE This presentation and UPLOAD it to the class web site. Here are the instructions for your PowerPoint Assignment.

PowerPoint Orientation - 20 points

All of my classes typically include an orientation to PowerPoint. If you miss this, you can visit the Writing Center, upstairs in the LRC. Please be sure to establish a log in account with them, and log in each time you use the Center. This helps them secure the funding that makes their services possible.

The Center has a pamphlet to help explain the basis of PowerPoint. Once you have reviewed this, you may earn up to 20 points by doing the following Orientation Assignment:

PowerPoint Orientation Assignment - 10 Points

1. Create a PowerPoint presentation using any template or style you chose. You may use a "canned" style, or create one of your own. This presentation will have three or four slides, as detailed below.
2. The first page should have YOUR name, both first and last, and the class you are taking and class time.
3. The second page should have some text. This text needs to have some "animation." By this, I mean that it needs to enter the page when you press the space bar. I want there to be at least two lines, each of which enters the page separately from the other. Usually, this means a couple of titles or main points, each of which "fly" in as the space bar is pressed. This text can be on any topic. Some examples may be: Your favorite hobby, three reasons why cats are better than dogs, or tips on how to study for a test.
4. Your presentation must also include a picture of some kind. Look at the "insert" command in the menu. It offers a chance for you to get free clip art from Microsoft, or to import clip art provided with the program. The choice is yours, but you need to find and insert a picture.
5. Your presentation also need to have some sort of pie chart inserted. You will find this, too, in the menu options. Please ALTER the default settings that come with the pie chart. In other words, change the wording and the numbers. You may need to see help from me or from some of the Center staff. That is fine. A classmate can show you this, too.
6. Finally, log into Moodle and upload this. It can be NO MORE THAN 2 Megs. So, if you have too many pictures, you will need to erase some of the photos or use photo editing software such as Irfanview (see [www.irfanview.com](http://www.irfanview.com) ) Or, email it to [rlightfoot@shastacollege.edu](mailto:rlightfoot@shastacollege.edu) .

This assignment is just an exercise. I do not expect any research, and you may have some fun with this. You will not be required to use this particular PowerPoint to make a presentation.

## Assignment #10 -- PET PEEVE SPEECH

**GOAL:** To overcome tension and instill a positive feeling about speaking situations.

**OBJECTIVES:** After completing this assignment, the students will:

1. Continue to overcome stage fright.
2. Begin to receive positive feelings about speaking.
3. Receive the effect of arousing emotions in an audience.
4. Express strong feelings to others.

**LEARNING ACTIVITY:** Prepare a short speech (maximum two minutes) on the theme "My Pet Peeve Is \_\_\_\_\_", it should concern an event or situation you feel strongly about.

**A.** Make a brief outline with at least these points:

1. Introduction
  - a. Attention getting device
  - b. Preview
2. Discussion (body)
  - a. When
  - b. Where
  - c. Why

### 3. Conclusion

a. Review

b. Memorable statement

DUE DATE: \_\_\_\_\_

This speech may be serious or silly. It often helps to give examples of what you're bugged by. You also can tell a story that will show us your peeve.

You'll get applause from us, and some brief positive comments. I'll make a suggestion or two privately.

This is a "guaranteed 'A'" speech. You'll get full credit for any effort of 2 minutes that follows these guidelines. I typically end class early enough that so that your classmates can thank you personally for your speech. I'm committed to creating a supportive atmosphere.

NOTES:

## Group #11

Name The Best Speaker You Know Is....

Members Names \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Your Section \_\_\_\_\_

For +10 points, your group should discuss and answer each of the two questions below. Your group may submit a single page, so long as it has all your names on it.

1-a Who is the most dynamic or interesting speaker that you've ever PERSONALLY seen or heard? This is not someone you've seen on TV, but rather a live person you've been "in the room" with.

1-b What made them effective?

2-a What makes for a good AUDIENCE?

2-b What sort of behaviors would help you feel more comfortable in this class, and how can your group help provide these?

Note: This assignment requires that you think about this BEFORE you come to class. It's OK if you like someone the rest of us have never heard about. But be prepared to tell us something about this man or woman. Your favorite speaker can be someone from history. That is to say that they need not be alive.

Finally, it's OK for your group to have more than one person on the list. But be prepared to tell the class, briefly, about each person. Try to pick people that have talent at speaking rather than people who are just famous because they are famous--or infamous.

# Group #12

## Cosby - What Makes An Effective Presentation?

Members Names \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Your Section \_\_\_\_\_

Note: This may be done as a class discussion, or as an individual paper. This will be announced in class. Be prepared to answer these questions after we see the Cosby clip.

### **What Makes an Excellent Presentation? A Look at *Bill Cosby, Himself*. 10-points**

In class, we will see a small portion of a stand-up comedy routine by Bill Cosby. Your job for 10 points is to answer the following questions.

1. What does Bill Cosby do build a relationship with his audience? Give examples.
2. What specifically, does he do with his face? Give examples.
3. What does he do with his voice? Give an example? Give examples.
4. How would you describe his audience (a college age audience?) How do you suppose this affects his choice of topics? Materials? Approach? What, specifically, does he do to "work" this audience? Give examples.

## Assignment #13

### View Your Pet Peeve Speech

Look at the top of the web portal. It has a link to "our classroom videos." Most videos will be grouped by class period and assignment name. Look for your name. You can click on this and view the video of your speech.

To prove to me that you've seen your speech, copy the URL of the browser and then paste it into a message to me. Follow the class guidelines for submitting electronic assignments. I prefer that you submit this link directly in the portal under this assignment. You'll see a button at the bottom of this, and many class assignments, that says "edit submission." Click on this, and a window will open that allows you to paste this link in. You can then "save" this, and it will be submitted into my grade book right by your name. It's time stamped, too, so that I know you turned it in on time.

If you have any questions, please call 530-242-2360.

# Why Outline?

- It's a requirement.
  - 1/3 of speech grade
- It is easier for the audience to follow.
  - Audiences can't "look back."
- It reveals flaws **PRIOR** to speech.
  - Gaps and overly long passages
- It requires **LESS** work.
  - You know where to **STOP RESEARCHING**

# Outlines

## Tell You When To Stop

- Each Outline Will 3-5  
Main Points
- Each Point Will Have 3-5  
Facts/Ideas
- Once You HAVE  
10-25 Facts – STOP!
- Use The Outline  
To Balance Your FACTS
  - Don't load 10 facts  
under one heading
  - Cut long speeches
    - By trimming details
    - By eliminating main points

# Common Types of Speeches

- To Entertain
- To Inform
- To Persuade
- No speech is “purely” one or the other
- Consider your PURPOSE

## ASSIGNMENT #15

# Pre Outline-For PowerPoint Speech Only

NAME \_\_\_\_\_

CLASS TIME \_\_\_\_\_

Pre Outline

10 points

A. Introduction: Briefly describe HOW you plan to get our attention. Do you plan on using a startling statistic, an appropriate quote, a compelling story?

B. Thesis Statement: WRITE OUT the statement of the purpose of your speech.

C. PREVIEW: Craft a sentence that hints at the main points of your speech.

D. Main Points: List them below. (Your speech may have fewer than five, but it should not have more.)

1.

2.

3.

4.

5.

E. Describe your pattern of organization. In other words, how are your main points logically related?

F. Describe the TRANSITIONS you plan to use between the main points. For example, if your main points are logically related by TIME, your transitions may well show the passage of time. “Now that we’ve looked at how man first walked on the moon, let’s look at what NASA attempted in the next phase of space exploration...”

G. Your conclusion should consist of a few sentences. What is the dominant IDEA you wish to leave? What is the dominant MOOD?

H. Show this list to your friends, family or classmates. Write down at least three questions they have about your speech. See if you can answer these questions in your speech. 1. 2.

Group #16

Andy Kaufman - The Man In The Moon

Members Names \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Your Section\_\_\_\_\_

Note: This assignment may be either done a discussion or as a paper. This will be announced in class.

After viewing the first 20-25 minutes of "The Man in the Moon."  
Please answer the following two questions:

1. What did Andy Kaufman seem to want to accomplish in his performances? (Kaufman is the character Jim Carrey is portraying.)
  
  
  
  
  
  
  
  
  
  
2. Would you say that Kaufman sought to entertain, inform or persuade?

# PowerPoint -- Your First Graded Speech

You MUST arrive early any time you need to use PowerPoint! Allow yourself time to check that your presentation is on the machine and works properly You should plan to send me your presentation at least 8 hours in advance of the time you are supposed to give it. I need time to download it and place it on the classroom machine,.

## **The PowerPoint Speech--This speech MUST use PowerPoint.**

1. Effective delivery is a key goal.

*Sustained Eye Contact*

*Audible, Distinct and Fluent Speech (no uhms)*

*Effective Gestures*

*Minimal Mannerisms/Distractions*

*Enthusiasm Counts*

2. Your speech needs to be between 6-7 minutes long. A 30 second leeway will be allowed, after that, you will be penalized for overly short or overly long speeches.

3. You should expect to have a minimum of 5 slides to pass. Ten slides is a more typical number, and even 15 or more is not unknown. The design quality matters more than quantity.

4. Design considerations. Overall, I will be looking to see how effective your presentation is.

*Size and Clarity*

*Relevance/Appropriateness to your topic*

*Accuracy and Spelling*

*Artistic Merit is helpful, too*

*Originality*

*Complexity, difficulty of execution*

5. Your SET UP time should be no more than about a minute, likewise your take down time should run no more than a minute. In other word, your total time, including set up, speech and tear down is 10 minutes. I will STOP YOU at 9 minutes in to be sure that other students have ample time.

6. This need not be a researched speech. But it is more likely that you will do well if your speech has lots of interesting visuals. "Lots of visuals" often come from at least some research. We will talk soon about research, supporting materials and oral credit. But it should be noted that any research, particularly statistics, must be cited on the slide itself. In other words, begin now to cite your sources.

7. You need to turn in a "PreOutline". See the prior week for the specifications on this assignment.

See "tips" for suggestions. Don't forget the audience analysis, too.

# Group #18

## **Creativity Book Report - Group Paper/Presentation**

This is a 20 point assignment, and it will require you to find at least three other people to work with. I have instructions below on how this should be submitted so you all get credit. Please read these instructions carefully! You may do this with your regular study group.

I recommend you do this in your assigned group, but that is optional. You may work with--or not work with--whomever you choose.

You can begin early, and you need to find a book that you all will read, and then write a review of this book. Since this is only a 20-point paper/presentation, it will not be an extensive review. In fact, you need not read the entire book. Just pick a chapter, but make sure each person in our group picks a different chapter. Do indicate which portions of the book (pages or chapters) your group DID read, please.

My goal in having you do this assignment is get outside the text, which is somewhat dry, into the more robust world of ideas. If you do this as suggested, you will find the last two, major speech assignments much easier.

You must have PRIOR approval for your book. I need to see it to make sure it fits the intent of this assignment. There are a number of appropriate titles, such as "A Whack On The Side Of The Head." New creativity titles are always coming out, and there are even some on ebooks-which are easier to get.

### ***PART 1 - 10 POINTS - SUMMARY AND REACTION OF YOUR BOOK***

Give us a quick summary of the portion you read. Be clear what part it was. Which chapter or section.

Next, I want to know your reaction to the book. Was it interesting? Was it unclear? Did you learn anything from the reading? How could you apply it in class?

You will need to get a copy of your review to your classmates. You can photocopy and pass it out to others, or you may post to the class blog. It's up to you.

You need to come to class with a 1-2 page outline to discuss. You'll be given about 5-7 minutes to summarize your ideas to the class. I strongly recommend that you use PowerPoint, but this is optional.

### ***PART 2 - 10 POINTS -Your responses to your classmates' questions.***

After your brief presentation, you'll need to answer your classmate's questions. This will be a friendly discussion of 2-3 minutes.

Why are you making me do this??

Several reasons, actually. I want you to work, early on, in groups of your choosing. Learn early on what these folks are like to work with! Have some fun with oddball books. Listen to what others say about your ideas. You may find that you have a classmate who thinks along the same lines you do--or whose differences interest you--and you want to work with him or her.

This assignment shouldn't take endless hours. Have some fun with it.

# PowerPoint Tips

**You MUST arrive early any time you need to use PowerPoint! Allow yourself time to check that your presentation is on the machine and works properly You should plan to send me your presentation at least 8 hours in advance of the time you are supposed to give it. I need time to download it and place it on the classroom machine,.**

## Design

Before I make some suggestions, I strongly encourage you to look to our text for design tips. One of the reasons I have selected this particular textbook is that it is very strong in design suggestions.

You also will learn a lot from paying attention to what others do, and noting what seems to work and what does not.

Initially, you may want to use the "canned" design templates that come with PowerPoint. These are a good starting place. Later, you will find it helps to change this in some circumstances.

But what about now? This is your first graded assignment, and you need some practical advice.

### 1. MAKE IT BIG

If nothing else, we must see your presentation. It must be BIG. Don't expect to type an entire page of fine text into PowerPoint and then have it show up properly. Use 36 or 48 point fonts.

### 2. KEEP IT SIMPLE

If you use large text, you'll find that this suggestion is "built in." You just can't--and shouldn't--put all that much information on a single slide. The rule of thumb, for text-heavy slides, is no more than four or five words on a slide and no more than four or five lines.

### 3. USE NUMEROUS SLIDES

Again, if you do items one and two above, this comes naturally. Don't be afraid to break complex ideas up into bite sizes with lots of slides. This approach has several advantages:

*Slides move the listener along and hold attention*

*Slides take the place of notes*

*Slide presentations can be shared as a resource for later review*

### 4. USE COLORS, BUT WISELY

Most of you have not had a class in color design. So, the preset templates help you. Color does help the audience pick out key ideas. Still, color can be confusing or even painful if done poorly. Remember the primary

importance of visibility. Contrast helps us see. Black on white is still the easiest read. Watch out for Colors that blend into one another. This is true of both electronic and conventional posters.

## **5. PHOTOS AND CHARTS**

Both of these aid comprehension and help hold an audience. Charts can be tricky to make, but PowerPoint helps a lot. Be sure to include on your chart enough caption information so that the slide makes sense, and you also should include the source of the statistical information on the slide itself.

Photos present a special opportunity and challenge. They add a lot, but they can quickly push up the file size of a presentation. Once presentations outgrow a floppy, then you have to make some technical decisions. These are discussed below.

## **6. CLOSING DESIGN COMMENTS**

This is just a start. you will learn a lot by trying and seeing what works. It is especially important that you pay attention to your fellow students you will be expected to turn in a [two-page paper](#), after all the speeches have been given, comparing and contrasting the speeches in terms of what was the most effective presentations and why they worked. Feel free to talk to me or to the speakers themselves as you take notes and later write this paper.

## **Technical Issues - Transport**

How do you get the presentation to the classroom? Some people have brought in their own computers or laptops. Most, though, choose to carry it in on some sort of media.

### **1. Small Presentations**

The PC in the front of the room does have a flash drive. But do be VERY sure that you've saved your actual presentation and not just a shortcut. It's possible that you have created a presentation that expects to find photos or sound files on your computer and that, when you save it, those "dependent" files are not moved. IT'S IMPORTANT TO SAVE YOUR POWERPOINT AS A SELF-CONTAINED 'SHOW'. This will pack the dependent files into your presentation. In most cases, this solves a bunch of problems. But, once you do this, you can't make changes to the "presentation" file. Yes, you can still edit your original, but then you'll need to save it again as a "show." Shows can't be edited. They are "locked down." If you put an excessive number of LARGE photos, it is possible that your show may be bigger than 2 megs or so, and this is the problem point for email. In other words, when shows get more than 2, or at the most 10, megs, then they can't easily be emailed. You'll need to put them on a CD or a Flash drive.

It's wise to save your show several days early, and bring in your flash drive to make sure it all works on our system. Presentations created on Apple computers often don't work properly. Allow yourself extra time, save the show in the older, "PowerPoint 2003" format for greater compatibility....

**YOU ARE RESPONSIBLE FOR HAVING A FUNCTIONAL PRESENTATION!**

If the equipment in the front of the room fails, I will rebook you and adjust the schedule. No penalty will occur. But....if your CD is bad, you will be rebooked but with a 10% penalty, as is the case of ALL late speeches. Even

so, rebooking will be as space and time permits. So, bluntly, you may not be able to make it up at all! Have a backup, have several. Save it to a flash drive AND email it to me.

## 2. Larger Presentations

Many people choose to burn their presentations on CD ROMS. I know many of you don't have this technology, so I'd suggest you look into emailing larger presentations.

But here again, there can be a problem..... As noted above, most free mail programs don't support large attachments. Even the best email systems top out at 10 meg attachments.

There is an answer, though, you can break your presentation up into several slides and just upload it here. The pieces must be no more than 2 megabytes. [This email address is being protected from spam bots, you need Javascript enabled to view it](#) You can arrive early to the class and reassemble them. You also may mail them to me at [rlightfoot@shastacollege.edu](mailto:rlightfoot@shastacollege.edu) My inbox at Shasta College can hold big files, but I have found that it is risky to ship big files across the net. They seem to get lost more often than small stuff, and they can take a surprisingly long time to reach me.

The best solution is to just buy yourself a flash drive and be done with these sort of headaches.

## 3. Grabbing Images

There are many search engines on the net, and you can usually find many pages on topics of interest. Many of these have photographs or other artwork, and this can often be downloaded.

Copyright issues matter here, but as students in an educational institution, you share in some of the protections for noncommercial, educational use, that teachers do. I cannot advise you legally here, but the usual cautions and considerations are:

*The amount of material extracted from the original*  
*The frequency of use (one time use is a big plus)*  
*Proper credit in the presentation itself*

That being said, let's talk about how you grab an image.

Usually, on a PC, you can click on the image with the left mouse button to select it, and then right click to pull up a menu that will let you save it. Once you're saved it, you can use the import feature in PowerPoint. Sometimes you can right click and choose copy, and then directly paste the image into PowerPoint.

The upside to using images off the net is that they are usually pretty lean and small. They take up less space than a scanned image, which I'll discuss directly.

## 4. Scanning Images

The library has a scanner you can use, and all you need to do is ask the librarian for help. Your picture must fit on a disk, so it must be scanned on the small side.

When you are scanning for the net, you can keep the quality turned down to 100 dpi or so. This low grade

scanning looks terrible for printed images, but it does just fine for images that go to your screen.

Scanning can be time consuming and frustrating. Magazine pictures often must be "de-screened" to de-emphasize the dots. Images often scan up too dark, and have to be rescanned. Remember that you can use free image-editing software such as [Irfanview \(click here to see web site\)](#) to fix problem images. But it is better to just scan them as best you can from the very start. These problems are the main reason I suggest just grabbing images off the net for this assignment.

## **5. Downsizing Images**

I encourage you to make a media-rich presentation, but you need to be aware of the reasons that file size jumps up.

Photos are the most common culprit. Sound files are big, too, but it is rare to use them. (Usually, you are better off just bringing an audio CD and using the CD player.)

Remember that photos on computer display at about 72-120 dots per inch DPI. Better monitors use the higher number, but you can downsample or shrink the photo to 72 dpi. At this resolution, a picture's size ought to be about 400 by 600 or so to really fill the screen.

This process can be pretty simple, as can cropping out the unwanted portions of a picture. Here is a link to a FREE program for PCs. (The program is [IrfanView. Click here to download.](#)) This program has automatic settings to allow you to cut your picture down to half size.

**BE CAREFUL NOT TO ERASE YOUR ORIGINAL IMAGE IF YOU ARE DOWNSAMPLING!**

## **6. An Encouraging Word**

Putting together visual aids is fun but it can be time consuming and frustrating. Now that we have PowerPoint and other, similar, programs, it is actually a LOT cheaper than it used to be to make a neat presentation. Over the years, I have tried to make this assignment less daunting by backing off on some of the other criteria, such as the research and outline. We'll get to those in the Expository Speech. For now, just go over the LRC and start playing with this technology and get used to the idea of incorporating it into your PowerPoint speech.

My suggestion is that you start with the text shell of your presentation. Get that down and in place. Then, enrich it with images as time permits. This will insure that you have SOMETHING to go in front of the class with.

Ask for help, and allow tons of time, including time to figure out how to email the presentation to [rlightfoot@shastacollege.edu](mailto:rlightfoot@shastacollege.edu), or burn a CD.

Good luck and have fun.

Assignment #20  
Audience Analysis Paper

Your name \_\_\_\_\_ Section  
\_\_\_\_\_

10 points - Due within one week of final PowerPoint presentation.  
See date below.

You will be expected to pick out at least three speeches you think worked well in terms of the visual presentation. Discuss how the visuals complemented the presentation. What did they add? Why?

Also consider how the person used the technology but still interacted effectively with the audience.

Papers earning full credit will have:

- At least three speeches identified by topic and speaker name
- Specific examples from the speeches, including speaker quotes
- Comments based on a brief discussion, with the speaker, gained through an interview the speaker, interaction on the class discussion boards, or an email exchange.
- Your answers above should fill at least one typewritten page. It probably will run longer.

The idea is to emphasize what works. You also may comment on shortcomings, but the emphasis is to be on the positive.

You may not use your own speech as one of the three.

## Assignment #21

### View Your PowerPoint speech

Look at the top of the web portal. It has a link to "our classroom videos." Most videos will be grouped by class period and assignment name. Look for your name. You can click on this and view the video of your speech.

To prove to me that you've seen your speech, copy the URL of the browser and then paste it into a message to me. Follow the class guidelines for submitting electronic assignments. I prefer that you submit this link directly in the portal under this assignment. You'll see a button at the bottom of this, and many class assignments, that says "edit submission." Click on this, and a window will open that allows you to paste this link in. You can then "save" this, and it will be submitted into my grade book right by your name. It's time stamped, too, so that I know you turned it in on time.

If you have any questions, please call 530-242-2360.

# Group #22 - Impromptu Speaking

Note: This activity will happen on various class days as time allows. I will take you group-at-a-time. I may expand this so that my grade book has assignments 22, 22a, 22b and so on. All the impromptu assignments will work as follows:

Members Names \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Your Section \_\_\_\_\_

## Impromptu Speaking:

1. You will be given a slip of paper with 1-3 topics on it.
2. The clock will start, and you have a total of minutes.
3. You should take 1:30-2 minutes to prepare your thoughts. The best way to do this is to pick an attitude towards the topic, and then make 2-3 points.
4. The best speeches of this type begin with an effective attention getter--often a story or a personal observation. Then, the topic or quote from your slip of paper, the topic you selected, is read. You state your position, and preview the main points.
5. You then spend an equal amount of time on each of the points you chose. You should expand on them with examples, stories, or quotes. Research is not required, but well-read speakers can often impress by including facts they've read and are able to accurately credit or cite.
6. You then end by restating the thought/quote off the slip and a powerful closing. Often, this will be ending a story you began in your introduction.

Note: Some impromptus will be required. But we'll make sure you're ready. Others may be offered as extra credit. More information and training will be given in class.

# Assignment #23

## Expository Speech (Visual Aid Is Optional)

Time: 8-10 minutes

100 points total

### I. Research

1. At least three sources must be used for a passing grade. Students seeking an excellent grade should expect to have six to ten sources.
2. At least two of these sources must be published by reputable commercial presses or academic journals for a passing grade. Better speeches will favor credible sources chosen from library databases or from reliable experts, such as [lii.org](http://lii.org)
3. Internet sources must contain the URL and should identify the author or hosting institution. You should be prepared to establish the credibility of your sources in all cases.
4. The Works Cited must all research and be in MLA style.
5. Sources must be cited in the body of the outline itself.
6. Oral credit must be given in the speech itself. A minimum of three oral citations are required. Students seeking an excellent grade should expect to have six to 10 oral citations.

### II. Outline

1. The outline must follow the standard format given in class. A sample outline is included on the class website.
2. Full sentences are required at the first two levels of subordination
3. All facts that are beyond your immediate experience must be documented.
4. A minimum of three citations are required for a passing grade.
5. Students seeking exceptional grades must have evidence of significant research, typically 10 or more citations.
6. A three-part, detailed introduction is required.
  - a. The introduction can and should be written out in a paragraph.
  - b. The attention step should grab attention with a story, quote, statistic, or other appropriate method to involve audience immediately.
  - c. The clarification step should transition into the thesis and set the appropriate tone.
  - d. The thesis should be a one-sentence statement of the central purpose of the speech.

e. The preview should follow the thesis and allude to the major points—Roman numerals—of the speech.

### III. Supporting Materials

1. A minimum of three types of supporting materials are required. The preferred types are:
  - a. Quotes
  - b. Examples
  - c. Statistics
2. Also acceptable are:
  - a. Definitions
  - b. Repetition/Restatement
  - c. Comparison Contrast
3. Students wanting an exceptional grade should use five or six types of supporting materials.
4. At least three instances of oral credit are required in the speech.
5. Students seeking an excellent grade should expect to cite six or more sources in the speech.

### IV. Extemporaneous Delivery Required

1. Preparation outline is to be submitted to instructor before speech.
2. NO OUTLINES ARE TO BE USED DURING THE SPEECH.
3. Notes are permitted so long as they are on a maximum of 5 - 3" x 5" notecards
4. Smooth, expressive delivery is the goal.
5. Maximum eye contact will be expected for those students desiring superior grades
6. Speakers should use expressive gestures, but be free of distracting mannerisms.
7. Delivery should match the purpose and tone of the speech.

### V. Objectives

1. Emphasis is on communication of researched material
2. Emphasis is on relaxation in the speaking situation.
3. Emphasis is on support of assertions with evidence.
4. Emphasis is on adapting the materials to the audience.

## VI. Grading

1. One hundred points will be possible and will be awarded on four overarching criteria.

a. Delivery – 30 points

- i. Maximum eye contact
- ii. Clear, expressive and effective voice
- iii. Appropriate, effective gestures
- iv. Freedom from mannerisms

b. Outline – 30 points

- i. As explained above

c. Composition – 40 points

- i. As explained above

An expository speech is a researched speech, one that moves well beyond your own experience. This speech will happen after midterm, and is one of the major indications that you are mastering the ideas and practices of this class. You may still tell a story based on personal experience, but in “A” speeches, this will constitute no more than one or two of the ten pieces of support. In terms of time, such stories should NOT run more than 45 seconds, overall.

The research in this speech must be credited orally and in your outline. It should be clear to all listeners where this material came from. The quality and credibility of the sources will be a significant factor in determination of your grade.

# Assignment #24

Your Name \_\_\_\_\_ Section \_\_\_\_\_

## Description

This is a 25 point assignment that requires you to observe a live performance and type an analysis paper.

## Reason for the assignment

The goal of this assignment is to have you evaluate a live performance. This will help you understand what make some performances stand out.

## What to look for

Watch individual performers. Look at how they move. Listen to how they speak. Watch how they gesture. Look at their faces. Listen closely for subtle changes in vocal quality—pitch, stress, pacing.

Also, I'd like you to watch the ensemble. Look at the interaction among performers. Is it credible? Do the performers interact, or just trade lines?

## Don't tell me about it!

I want you to focus on the performers. Do not go into great detail on the plot, makeup, costuming, lighting, or set design. These are all important arts, but they are not the emphasis of Oral Interpretation, and need not concern us.

## What can you watch?

Best of all are professional-level performances. You also may find the local theater scene still suitable. Grade school performances are not appropriate.

Choir performances, beautiful thought they may be, don't allow us to do what needs to be done. Opera will work.

If money is a problem, contact me or the theater department about ushering at a performance.

# Group #25

## Critical Listening, Books on Tape

Members Names \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Your Section \_\_\_\_\_

10 points

Please go to the LRC and find their "books on tape" section. It is extensive.

1. Find at least three books on tape. Listen to them, AS A GROUP, 20 minutes or more from each.
2. As you listen, notice how the speaker uses vocal variety. Note the changes in intonation, pitch, volume and speed – including pauses. LISTEN for how emotions are conveyed.
3. Note, too, how the same speaker can suggest different characters.
4. As a group, write a one- to two-page paper, typewritten, describing items #2 and #3 above. Also, please comment on which of these readings you liked the best. Your group need not be in agreement. In that case, note which member of your group liked which book the best, and why... Your group's paper should include the LRC call number, title of the book, name of the author, and when given, the name of the reader.

## Group #26 - Manufacturing Consent

Members Names \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_,

Your Section \_\_\_\_\_

Note: This assignment may be done either through class discussion or by a written paper. This will be announced in class.

### Manufacturing Consent: Noam Chomsky

Note: Some of these questions will be answered nearer the end of the video. You may well, then, need to view the entire video to answer all these questions. If you miss a day of class viewing, then you can go to the LRC and see this video on your own. Here are the LRC call numbers. The film spans two VHS tapes, hence the two call numbers:

Shasta College Learning Resource Center	Copies	Material	Location
P96.C76 M36 1994 vol. 1	1	VIDEO: DVD or VHS	RESERVES: Reserves collection
P96.C76 M36 1994 vol. 2	1	VIDEO: DVD or VHS	RESERVES: Reserves collection

1. Who is Noam Chomsky?
2. What does Chomsky have to say about “thought control” in a democratic society?
3. How do major media shape or control public opinion?
4. What sort of “elementary truths” are hidden?
5. What does Chomsky think of the average person’s intelligence?
6. What would an ideal society look like, according to Chomsky? (Hint, what is a legitimate authority?)
7. What does Chomsky have to say about private ownership of resources?

8. What is the standard view of the role of media in a democratic society, as expressed by Justice Powell?
  
9. What is an alternative conception of democracy as depicted by the Founding Fathers, such as John Jay? This view also is depicted by Walter Lippman, as a technique of control, in his book "Manufacturing Consent." (This is the opposite of the standard view, and is expressed by Reinhold Niebuhr.)
  
10. What are "Necessary Illusions" as provided by myth makers?
  
11. According to Chomsky, what is the primary function of the mass media in the US?
  
12. What are the two targets for propaganda? Hint, the first one is the "political class." Who are they? Describe the people who fall in this class.
  
13. What percentage of the population does the "other class" occupy?
  
14. Chomsky describes the institutional analysis that he calls the Propaganda Model. How does this work?
  
15. What is the "special role" of the New York Times? Explain Chomsky's position on this. What is the shaping function he describes?

## Assignment #28

### View Your Expository Speech – Extra Credit

Look at the top of the web portal. It has a link to "our classroom videos." Most videos will be grouped by class period and assignment name. Look for your name. You can click on this and view the video of your speech.

To prove to me that you've seen your speech, copy the URL of the browser and then paste it into a message to me. Follow the class guidelines for submitting electronic assignments. I prefer that you submit this link directly in the portal under this assignment. You'll see a button at the bottom of this, and many class assignments, that says "edit submission." Click on this, and a window will open that allows you to paste this link in. You can then "save" this, and it will be submitted into my grade book right by your name. It's time stamped, too, so that I know you turned it in on time.

If you have any questions, please call 530-242-2360.

## Group #29

### Extra Credit - Psychology Today, "Stepping Out" - Performance Anxiety

Members Names \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Your Section \_\_\_\_\_

Please see the Article from Psychology Today, March/April 2007, "Stepping Out," pages 68-75. This article is on performance anxiety. [Click here for some PDFs](#). Read this article here on the web, or at the LRC (you can download it from our online data bases in the LRC, too.)

For a full 10 points extra credit, compare and contrast the causes and cures the article lists with those given in our book. Please cite at least one specific example from the book and one specific example from the article in making your point.

Please credit ONLY those members of your group that helped write this paper. No more than one paper per group. So, if ANY of your group wants these points, ALL of your need to participate in ONE paper. This is NOT an individual assignment.

Successful papers will be at least a page, typewritten, double-spaced, MLA style.

## Group #30 - Ethos - "Power" video with Richard Gere

Members Names \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Your Section \_\_\_\_\_

Note: We may be doing this either by class discussion or by a written paper. I'll announce this in class.

Ethos - "Power" video

1. How does Richard Gere's character change the appearance of the politician from New York? Be specific, and discuss how the man is to change his style of dress, appearance and speech.
2. What does Gere's character do to "fix" the western TV commercial?
3. The next politician we see is a strong woman. What does Gere do to "soften" her image. Be specific.
4. What two changes are made to her TV commercial?
5. Finally, we see Gene Hackman talking to a college professor who is running for office? What changes does Hackman make to this man's appearance? What is the "one thing" that Hackman has learned in all his years of political advising? (Hint: If people \_\_\_\_\_ (fill in the blank), then they'll vote for you."

## Group #31 - "The Awful Truth" - Pathos & Values

Members Names \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Your Section \_\_\_\_\_

Note: We'll be completing this assignment either by class discussion or a written paper. I will announce this in class.

You will see clips from an old TV show done by Michael Moore, "The Awful Truth." (If you missed class, there are copies of this on reserve in the library VTX 11 and VTX 12, in the reserve section. Please be careful with these. They were purchased with my own funds.)

For 10 points

1. Identify the targets Michael Moore goes after. Who are they?
2. Identify the offenses Moore alleges?
3. What feelings or emotions does more use to persuade?
4. What images or techniques does he employ to actuate the emotions?
5. Did you find the persuasion effective? Why or why not.

# Assignment #33

## Expository Speech - Audience Analysis

Your Name \_\_\_\_\_ Section \_\_\_\_\_

Expository speeches end this week. So, please answer the questions below and turn them in by next Friday. Look at the class photos to identify the speakers by name. Also, it is a nice touch to thank them again for their speeches.

10 points

Listen to your class's expository speeches, and answer the following three questions. Most papers will run about 3 pages, typewritten and double spaced.

1. Which speech was the most interesting? Why? Consider both content and delivery
  
2. Which speech was the best researched? Why?
  - a. Give an example of an interesting statistic; cite the source.
  
  - b. Give an example of an interesting quote; cite the source.
  
3. Which speech did you find the hardest to believe? Why? Was the idea new to you, and poorly evidenced? Or, did the speaker disagree with a fundamental belief you hold? If it is the latter, how what evidence did the speaker give for his or her position? What evidence do you use to support your belief?

# Assignment #34

## Persuasive Speech

Remember, as an audience member you have an obligation to be present and paying attention. You will need to complete an audience analysis paper, too. [Click here for details.](#)

See the link to the sample outline template.

1. Speech must be 8-10 minutes long.
2. Speech need to use a persuasive method of organization, preferably problem-solution.
3. A types outline, typically three to five pages in length must be submitted at the time the speech is given. (A late penalty will be assessed otherwise.)
4. The speech must have a minimum of FIVE sources, no more than TWO can be off the Internet. This will be listed in a "sources cited" section at the end of your outline. This section MUST be in MLA style. Furthermore, ALL Internet sources must list the sponsor of the page and a brief (one paragraph) biographical or factual profile of this organization or person. In short, you must qualify all sources.
5. The speech must have a minimum of TEN instances of oral credit in the speech. This will usually be done as follows: "In a recent article in the New England Journal of Medicine, Dr. Louise Williams says...." Or: "The March 12th issue of Time report that...." Or, "A web page sponsored by the Centers for Disease Control in Atlanta says...."
6. The speech must have a well-balanced mixture of types of supporting material. Ideally, it will have a more or less equal mixture of examples, quotations and statistics used frequently throughout the speech.
7. An introduction must capture our attention. It should be no more than one minute long, set an appropriate tone and clearly focus on the topic at hand. It need not spell out the plan, but the plan or solution, if delayed, must be clearly presented later in the speech. It ought to preview the major areas the speech will explore or cover.
8. The speech should demonstrate proper audience awareness and adaptation. It should arouse the audience with images and ideas appropriate for this particular audience. It ought not to deliberately offend the majority of the audience for no logical reason. In short, this speech is to sway an audience, not to vent your particular frustrations at the world "no matter what anyone else thinks."
9. A proper balance of ethos, pathos, and logos is the hallmark of an excellent persuasive speech. Logic and facts are needed and are the basis of ethical persuasion. Emotional arguments are appropriate to motivate the audience to action. They are not a substitute for facts, but operate in support of facts. Ethos is developed by how you dress, speak and reason with the audience. It shows up in your choice of facts and language.
10. Fallacies are to be avoided and will result in a lower grade if used. Language will be evaluated for effectiveness and sensitivity to the problems created by sexism and doublespeak.

# Persuasive Speech Outline Template

## Introduction

Attention Step:

Clarification:

Thesis

## I. PROBLEM STEP

### A. Harm

- i. Something's wrong
- ii. Dollars, disease or dead bodies

### B. Significance

- i. It affects lots of people
- ii. The trend is that it is getting worse

### C. Inherency

- i. It won't go away
- ii. Legal or attitudinal barriers

### D. Timeliness

- i. We need to act now
- ii. Advantages to prompt action

## II. PLAN - THE SOLUTION

- A. Mandate - What should be done?
- B. Agency - Who should do it?
- C. Staff - What sort of training or expertise are required
- D. Funds - What sort of money will be required? Who will pay?
- E. Enforcement - What punishments, inducements or consequences are required?
- F. Personal Call to Action (a major feature of "A" speeches)
  - i. What can the audience do?
  - ii. How do we go about doing it?

Conclusion - Brief 15 seconds or so.

# Group #35 Doublespeak

Members Names \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Your Section \_\_\_\_\_

Note: This assignment may be completed either by class discussion or a written paper. This will be announced in class.

If you missed this in class, you may view it in the LRC and turn it in. The video call number is:  
**PE1460 .D68 1988**

10 point assignment

1. What is Lutz's definition of doublespeak?
2. What types of doublespeak does he identify? (Please list the terms he uses.)
3. Why is doublespeak bad?
4. What are some examples of doublespeak?

(Note – The items below are links available in our portal. Log into [www.shastastudents.com/classes](http://www.shastastudents.com/classes) to access them.)

[Click here](#) for a review of the doublespeak award.

[Article by Lutz](#)

[Biography of Lutz](#)

[Encyclopedia article on DoubleSpeak](#)

## **Assignment #36 - Reviewing the Persuasive Speeches**

**Your Name**\_\_\_\_\_ **Section**\_\_\_\_\_

**The audience analysis for the persuasive speeches is worth 10 points.**

**To get your points, you'll need to answer these questions.**

**1. Which speech or speeches did you find the most emotionally moving? Why? Among these same speeches, which one seemed to have the most hard information? In other words, which speech seemed to be factual and still emotionally effective?**

**2. Did any particular statistics stand out? Which ones? What were the sources?**

**3. Were any stories particularly moving? Which ones? Were they real or hypothetical?**

**4. Did the use or absence of visuals affect your perception of these speeches?**

**5. Which speech, of all the ones you heard, gave you something specific to do?**

**Should be 1-2 pages, typed.**

# Group #38

## Group Projects - Overview

### The Process

As the semester unfolds, you will have an opportunity to see your classmates in action. This should be a time that you look at their style of speaking, their interests, their work ethic and method of approaching assignments.

Typically, I do not assign groups. But I will attempt to help you get partnered up. I also will provide class time for discussion and work on the projects.

### The Ideal Group Is...

Small group communication tells us that the ideal group is typically three or five people, and usually no larger than 12. For our purposes a group of seven is the absolute maximum we can accommodate. The reason is that each person will be expected to contribute five to seven minutes of material to the last presentation.

Group leaders won't be assigned, but they often emerge. Leaders are usually the people who are most committed to the project. They show up on time, interact effectively with their classmates, honor obligations to do work outside of class related to group goals and tasks. They are often ones who help break a complex task up and help delegate it out. Successful leaders know how to establish time lines and keep the group on time and on task.

### Three Choices

Your group will have three broad choices in terms of how it pursues your final project. Briefly, these will be:

1. **Movers and Shakers** - an extended biography on a leader or leaders of an important social or political movement. Please see this assignment/link for appropriate individuals.
2. A **Community Problem Project** and Speeches
3. A **Rhetorical Analysis** of Persuasive materials

Each of these are described in the links just below this assignment.

# **Communication Biography - Option 1 of group assignment**

This assignment is different from most other assignments. I want you to focus on one person, movement or organization on this list. **YOU MUST CHOOSE A PERSON ON THIS LIST.** If you want more freedom of choice, then I suggest you get with a group and pick either option 2 or 3. PowerPoint is **REQUIRED** of people choosing to do this assignment.

This assignment is largely an individual effort, but it does include a panel discussion where you will be grouped with others who have chosen this same option. You will speak on the same day, and you will field questions from the audience. The discussion will seek to explore similarities and differences among the various people that have been presented.

An outline and a bibliography of works cited, in standard MLA or APA >form, is required.

You will need to contact me to make sure that no other person, in your class hour, has picked your subject.

## **Goal of the Assignment**

The goal of this assignment is to look at practitioners of persuasion who have used their skills to effect significant social change. I'd like to see you look at some "role models," but not everyone who has embarked upon the path of persuasion is a hero. Most of the names below are associated with efforts to improve the human condition. But some of these people are counted among history's villains. You are free to state your own view, but you ought to be prepared to speak to what values these people advanced:

### *Format:*

The speech with visuals should be 5-7 minutes long. Please make sure you have your PowerPoint loaded on the machine well in advance of the presentation. I can't guarantee that I'll be able to help you get it downloaded. It is best to mail it to yourself, burn a FINALIZED/CLOSED CD, or bring a flash/USB drive.

## Required Biographical Information

### A. Brief history of their life and education.

Keep in mind that this is a short speech, and the goal is to acquaint us with the work and methods of the person in terms of speech, activism, or use of media for social change. We need to know of their social milieu, but don't spend all your time telling us about their various marriages and children, or whether they play bridge or soccer.

### B. Accomplishments/Major Communication Milestones

This is the heart of this assignment. What did this person **DO**? Are they associated with a specific speech, media campaign, documentary film, work of propaganda, act of civil disobedience, or a creative use of symbolic action/protest? It may be that the person had a long history of writing books or giving speeches. If so, look to a particularly powerful book, speech, or symbolic act.

Describe the action or accomplishment. Be sure to give us a rundown of action. Tell us:

1. The date and time it occurred.
2. The location it happened at.
3. The primary audience to whom it was directed.
4. The initial and later reactions.
5. The principal antagonists or characters on "the other side" of the issue being contended.
6. The characteristics that made this speech act unique. Was it the first, the biggest, met with strong resistance? Be specific!

If possible, include photos of the event or clips from the video, but keep the overall speech to no more than 7 minutes. Or, include famous or significant quotes from the author's book or speeches.

Here is the list of approved names. I want to avoid duplication, so please contact me as soon as you have an interest in this project, and I will sign you up for that person. First come, first serve. Wait until you have received confirmation before investing significant time on research.

***Here are some movements that generated a number of outspoken people.***

Movements

Free Speech Movement/Berkeley '60s

Anti-War (any war)

Environmentalism

ERA/Equal Rights

Women's Suffrage (right to vote, early 20th century)

GM/Auto industry Unionization

Anti-Genetically Modified Foods

Anti Free Trade/Globalization

American Indian Movement

NAACP

Black Panthers

United Farm Workers

[moveon.org](http://moveon.org)

It is probably easier, though, to zero in on an individual from the outset. Here are a number of people who would be suitable for study. You only need to pick one person. I have grouped them by category.

**Leaders of Mass/Social Movements**

Gandhi

Cesar Chavez

Malcom X

Martin Luther King, Jr.

Mother Jones

**Grass-roots leaders, organizers, agitators**

Saul Alinsky (author, Rules for Radicals)

Paul Wellstone (see LRC reserves, PCX 504, PCX 503)

Eric Hoffer (author, the True Believer, see LRC PC 677)

**Media movers**

Michael Moore (various documentaries and TV shows)

Lenni Rivenstahl (Triumph of the Will)

Joseph Goebbels (German WWII propaganda)

Frank Capra (the Why We Fight series in WWII)

Amy Goodman

Bill Mahr

Rush Limbaugh

Keith Oberman

Glenn Beck

Bill O'Reilly

Jon Stewart

Steven Colbert

**Speech writers/Politicos**

Peggy Noonan (wrote for Ronald Regan)

Karl Rove (advises Geo. W. Bush)

James Carvell (advised Clinton)

**Politicians**

Ronald Reagan

Barack Obama

Hillary/Bill Clinton

George W Bush

John McCain

**Academics**

Noam Chomsky

Neil Postman (author, Teaching as a Subversive Activity)

Carl Rogers (author, Freedom to Learn)

Rachel Carson (author, Silent Spring)

**Miscellaneous**

Pat Robertson

Ralph Nader

# Community Problem Speech - option 2A

## A Description

This approach is probably the most open to experimental methods of presentation, but the overall idea is this: Identify a problem in the community and set about solving it. The framework is set out below. You may see a sample of such a presentation by going to the LRC and asking for video VTX 63. You also can see an outstanding presentation in VTX 16, Railroad Overcrossing proposal (this is a very interesting presentation, with an effective PowerPoint).

The beginning of this project is finding an issue that is real and that really matters. Some students have tried to make this into a sort of joke assignment, but these efforts did not sustain a 20 minute presentation (overall). Your analysis should be as follows:

**An excellent book on the process of doing grassroots community activism can be found in the LRC at PCX 504, Politics the Wellstone Way.**

## The Analysis

Your problem analysis should identify:

1. The HARM - Who or what is being hurt?
2. The SIGNIFICANCE - How big is this problem?
3. The INHERENCY - The reason (laws or attitudes or lack of money...) that this problem persists.
4. The TIMELINESS - Why must we act now?

Your solution step should:

- A. Spell out a clear MANDATE or course of action.
- B. Indicate which AGENCY private or governmental should organize this effort.
- C. Indicate what sort of STAFF or people will be required
- D. Indicate what sort of FUNDING is required.
- E. Indicate what sort of sanctions or ENFORCEMENT your proposal may include.

I expect you to identify AT LEAST TWO and PREFERABLY THREE constituencies that could help solve this problem.

So, if your problem was a lack of activities for young people. You might come up with a plan that centers on involving young people, their parents, and the local business community. Your group would then need to prepare three presentations, speeches, handouts, posters, videos, websites or other materials aimed at these groups.

## **The Presentation**

Since this is a class in public speaking, the assumption is that you will use the skills you learn to help mobilize the community into action. But this presentation can include short speeches, multimedia, video, web pages, brochures -- whatever works.

## **Evaluation**

### **Problem Analysis - 50 points**

This is the key to getting a top grade. Cover all FOUR problem steps - harm, significance, inherency and timeliness above. Then, your plan should cover A to E: the mandate, agency, staff, funding, and enforcement. This part of your paper will probably run three to five pages. It most likely WILL require some research, and so source citations are expected.

### **Audience Analysis - 20 points**

You need to indicate WHO you think the audience will be for your three constituencies, be specific. Talk about age, ethnicity, gender, level of education, political affiliations, and so on. Some of these characteristics may not apply, or there may be other relevant yardsticks not mentioned here.

This, too, should be written and will probably run about a half-page per constituency. The paper will be somewhat speculative, but should not be a total, pie-in-the-sky exercise. Think about who might be concerned, and how you can connect with them based on shared values or concerns. Typical appeals may be, for example, based on mutual self-interest. You may be able to appeal to businesses by noting the free publicity they would get, or the fact that there may be less damage to their curbs if another skateboard park were built.

### **Presentation - 20 points**

If you elect a traditional approach, the traditional criteria will apply.

Do consider cutting loose and having some fun with this. But be careful how much time you put into doing a video, for example. The overall yardstick ought to be effectiveness. Does the presentation match the tone of the topic, and is it appropriate for the audience you identify. Did the presentation draw upon effective images and values. Did it use support?

### **Question and Answer Period - 10 points**

Three or five minutes of answering the audience's questions.

### **Pros and Cons**

This can be the most fun method because you are free to do a lot of multimedia stuff, or even skits. But you should expect to make some introductory remarks, and you need to let us know, prior to your presentation, who these groups are.

The downside is that this approach takes a lot of coordinated effort, and your group must really function as a group.

# Community Problem Media Event - option 2B

## A Description

This approach is similar to the one above. You need to find a problem, and set out to solve it. But the method is to use humor, irony or a vivid consciousness-raising event similar to the ones shown in class. (See The Awful Truth, on reserve in the LRC VTX 11 and VTX 12. Please note, some of the individual episodes deal with the Clinton sex scandal and are moderately explicit. You can view some of the other episodes and get a good idea of what I'm talking about. See the "corporate chicken" or the episodes where Moore has people singing Christmas carols.)

Your presentation should be either a demonstration, complete with costumes and props, or a partial mock-up with an outline and description of how and where your event could be staged, and to what effect.

## Evaluation

### Problem Analysis - 50 points

You will need to submit a write-up that answers the questions below.

#### 1. Communication Design - Write up of your staged, media event - Worth 20 points.

This must be typed, and the length is variable, just answer the questions.

- a. What problem is being addressed by this presentation?
- b. To whom is it directed? Be specific-the most effective media events have a very definite target. Often the individual is named and part of the event takes place on his or her front lawn or place of business.
- c. What specific solution is sought?
- d. What time frame is given?
- e. What efforts have been taken to maximize exposure of this event to the media? (Was the media summoned? Has it been recorded/filmed for release? How will it be promoted?)
- f. What efforts have been taken to avoid running afoul of the police?
- g. What efforts have been taken to avoid being turned away by security or PR people?

#### 2. Audience Analysis - Write up - 30 points.

This where you review.

- a. The audiences that would be most sympathetic to this message.
- b. The specific messages or images you used.
- c. What emotions or reactions (sympathy, ridicule, anger) that you expect to evoke.
- d. An explanation of why these reactions will serve your purpose.
- e. The likely critics - who are they?
- f. The likely critics - what will they probably say?
- g. What logical messages, or hard facts, do you try to convey?
- h. What elements of ethos or credibility building, are present in your event?

## **Presentation - 40 points**

### **3. The actual event - 40 points**

This will be evaluated on its novelty, ability to attract attention, clarity of purpose, and nonviolent and nonconfrontational nature. This last item is an absolute requirement. If the event is too complex, then the presentation will be a detailed description of the logistics and planning, enough that with adequate resources, this event could reasonably be staged.

## **Question and Answer Period - 10 points**

### **4. Q & A - 10 points**

**Be prepared to discuss, with the audience, those items that are contained in your written analysis. THE WRITTEN ANALYSIS MUST BE TURNED IN WITH YOUR PRESENTATION!!**

# Option 3

## Rhetorical Analysis

### Description

This is an opportunity to understand what makes commercials or political speeches work. It allows you to explore how theories of persuasion are used in our society for good or for ill.

You will be collecting ads or speeches and applying many of the theories we discussed in class, plus those mentioned in the text. Pay particular attention to the chapters on persuasion and special events.

Your group will need to pick an issue, an advocacy group, or a person associated with a cause. So, you may look at gun control, beer ads, weight loss ads, the Sierra Club or Jesse Jackson. To see previous presentations, please visit the LRC and ask for video VTX 55 (beer ads) or VTX 65 (women in TV sitcoms).

### Evaluation

The bulk of your grade will be on a paper that covers these issues: (Be sure to give specific examples-lots of them. This is especially true if your group is large.)

### Analysis on Paper - 50 points

#### **Ethos - The credibility of the speaker/group/business.**

What are those characteristics or actions that enhance the image?

Are these characteristics real or manufactured?

Are these characteristics appealing to all intended audiences? If not, why not?

#### **Pathos - The use of emotional appeals**

What emotional appeal are used? Give examples?

Who is the intended audience? (Hint look at where the message appear - look at other ads. Or look at who appears in the ads)

What are the demographics of this group?

## Assignment #39

### Extra Credit - Claim All Your Papers

For +5 extra credit, come to class and go through my "outbox" (it will be in the classroom Friday/Monday/Wednesday). Claim any papers with YOUR name on it.

I will give +5 to everyone who has claimed everything. If I have a piece of paper with your name on it (submitted by you), then you don't get the points.

## Assignment #41

### View Your Group Presentation

Look at the top of the web portal. It has a link to "our classroom videos." Most videos will be grouped by class period and assignment name. Look for your name. You can click on this and view the video of your speech.

To prove to me that you've seen your speech, copy the URL of the browser and then paste it into a message to me. Follow the class guidelines for submitting electronic assignments. I prefer that you submit this link directly in the portal under this assignment. You'll see a button at the bottom of this, and many class assignments, that says "edit submission." Click on this, and a window will open that allows you to paste this link in. You can then "save" this, and it will be submitted into my grade book right by your name. It's time stamped, too, so that I know you turned it in on time.

If you have any questions, please call 530-242-2360.

# Assignment #42

## Reviewing the Group Presentations - Short Paper

Your Name \_\_\_\_\_ Section Number \_\_\_\_\_

10 points

1. Which one or two did you find the most effective? Why?
2. Which groups seem to have the best organized presentations?
3. Which groups had the most credible evidence?
4. Which groups were the least credible?
5. Which groups did the best job of answering the questions raised by their topic?
6. Which groups raised questions that they did NOT answer? What were those questions?

# Group #43

## Good Night and Good Luck

We'll be watching this a portion of this award-winning movie in class, and we will either discuss it for class points, or I may assign the questions below as an outside paper.

Members Names \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Your Section \_\_\_\_\_

The historical background is thus:

During the 1950s, the US was fearful of attacks from Communist countries. This fear was seen, often, in anonymous or unfounded attacks on the loyalty of various Americans. Many had their reputations and lives ruined. Some even committed suicide.

Newscaster Edward R Murrow took on one of the politicians most noted for making these attacks. In this video, note the following.

1. What issues or concerns did Murrow raise about the methods of Senator Joseph McCarthy?
2. What examples did Murrow give?
3. What was McCarthy's response Murrow? Was it logical? Factual? Personal? Fallacious?
4. How did Murrow defend himself?
5. What is your overall impression of this famous public "fight" in the media?

## Assignment #44

### View Your Persuasive Presentation - Extra Credit

Look at the top of the web portal. It has a link to "our classroom videos." Most videos will be grouped by class period and assignment name. Look for your name. You can click on this and view the video of your speech.

To prove to me that you've seen your speech, copy the URL of the browser and then paste it into a message to me. Follow the class guidelines for submitting electronic assignments. I prefer that you submit this link directly in the portal under this assignment. You'll see a button at the bottom of this, and many class assignments, that says "edit submission." Click on this, and a window will open that allows you to paste this link in. You can then "save" this, and it will be submitted into my grade book right by your name. It's time stamped, too, so that I know you turned it in on time.

# SAMPLE PAPER – USED WITH PERMISSION AND GRATITUDE

Mehrnush Rezaido

Speech 60

Prof. Lightfoot

## **Persuasive Speech**

### **Audience Analysis**

#### **1. Which speech or speeches did you mind the most emotionally moving? Why?**

- The speech given by Sunday Costa about spending time with our families was the most emotionally moving for me. Although the speech was far too long and she didn't give many sources for her facts, her speech is particularly meaningful to me right now since my mother is very sick and I have had to wait to get a visa and travel to Germany to see her before the end. I think it is so sad that parents and children are so busy today that we have little time to spend with each other. Another speech that I found to be moving was the speech by Heather Smith on world poverty. This speech had more solid facts but was still so heartbreaking. So many people live in poverty around the world, most to an extreme sense that we don't even understand. The fact that more than 300,000 children are soldiers in armed conflict breaks my heart. My son is in pre-school and I hope that his childhood will be long and happy, but these children never had the chance that almost all children have here in America. Here children are required to go to school until a certain age and are not allowed to enter the workforce until another age. In all poverty stricken countries, the children never have the chance to be children. The pictures in her speech of the skinny children were so sad as well.

#### **2. Did any particular statistics stand out? Which ones?**

- The statistics used by Robert Kehoe in his speech about speeding stood out quite well. The fact that he used statistics from the US Department of Transportation and not simply something dragged off the internet gave them even more added weight. I was surprised that the states that had raised their speed limits experienced even more interstate fatalities than before when the speed was lower. I was also surprised that cars traveling at 55

miles per hour burned 20% less fuel than cars traveling at 75 miles per hour. This is very important to know with the gas prices getting higher again.

### **3. Were any stories particularly moving? Which ones?**

- Probably the story that was most particularly moving was the real story about the three year old little girl named Destiny. She had a tumor pressing on her brain and little could be done about it. The choices given to her mother were all undesirable, there were no nice answers. She could try an experimental treatment, do nothing or be blasted with radiation until severe mental retardation was the outcome. I would not wish to be in that mother's place for anything. The health of my son is so important to me. In the same speech, Nicole gave the story of a little boy named Christopher Greicious who dreamed of being a police officer. Unfortunately he would probably not live long enough to realize this dream so a US Customs Officer gave him his dream with a ride in a helicopter as well as making him the first honorary DPS patrolman in history. Christopher died the next day but his legacy lived on with the creation of the Make-A-Wish foundation that has realized the dreams of so many childhood cancer patients. The fact that such a small thing can change the life of children who perhaps have no hope left was so touching.

### **4. Did the use or absence of visuals affect your perception of these speeches?**

- The pictures that Heather used during her speech about world poverty was one of the things that caught me emotionally. If she hadn't used the pictures along with her stories and statistics the speech probably would not have had the emotional pull. On the other hand, the two speeches about organ donors could have used some visual aids. Some graphs or charts could have been used to organize statistics about donors and the need for donors. Also, pictures of children helped by organ donation would have made a particularly moving emotional appeal, it would bring the reason for donating to everyone's minds, the fact that such a simple thing can save the lives of children.

**5. Which speech, of all the ones you heard, gave you something specific to do?**

- The speeches on organ donors given by Kathryn Solso and Emily Branca both gave me something specific to do. Emily even passed out a pamphlet with information about donating organs as well as a website and telephone number to call. The fact that so few people actually are willing to be donors was shocking to me as well as the number of people who could be saved by the donation. I was also shocked by the fact that 10% of those on the waiting list for organs were children. The next time I renew my driver's license I am going to sign up to be an organ and tissue donor.

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Speech 60  
MWF 12-1  
Prof. Lightfoot  
November 15, 2006

## **Persuasive Speech Outline** **A Poisonous Culture for Girls**

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**Attention Step:** I would like all of you to follow me in a small exercise. You may use a calculator. I would like you to multiply your weight in pounds by 700, divide it by your height in inches, and then divide it by your height in inches again. Have you gotten a number? Good, just remember it.

**Introduction:** This fall, Spain did something that was considered unthinkable in the fashion industry. They banned models who were deemed “too skinny” from the fashion show. Not only did this decision outrage many in the fashion industry, I believe that it took a singular important step in the right direction to fix the cultural trend towards an unhealthy view of women’s bodies.

**Transition:** There were some people who argued about the way some models were deemed “too skinny.” The fashion officials used the body mass index calculation as the deciding factor for involvement.

### **I. What does this mean?**

1. According to the **International Herald Tribune**, models with a body mass index below 18 were banned from walking the runway during the popular fashion shows featuring designers Versace, Armani, Gucci and Prada.

**Transition:** A body mass index below 18! This may not mean a lot to you until you understand more about what this number has to do with a person’s health.

### **II. Why is this important?**

- A.** Do you remember the number you calculated earlier? That is your body mass index. It is a weight to height ratio. According to **WebMD**, any BMI lower than 18.5 is considered very underweight.
- B.** Anyone with a BMI under 18.5 has a higher risk for medical conditions like osteoporosis, heart problems, kidney problems and joint injuries. (**WebMD**)
- C.** According to **Life & Style** (one of the many fashion magazines), about 30% of previous Spanish fashion models were turned away from the show with many not even arriving at auditions because their BMI was too low, some as low as 16.

**Transition:** With so many models having such an unhealthy weight to height ratio, its no wonder our young girls are experiencing troubles trying to model themselves after such unhealthy role models?

### III. So what?

- A. The fashion media, models and advertising are some of the main reasons for the appearance obsession among teenage girls.
- B. Fashion organizer **Concha Guerra** of Spain agrees that, “Fashion is a mirror, and many teenagers imitate what they see on the catwalk.” (**USA Today; 09/15/2006**) And this is not limited to the clothes the models are wearing.
- C. **USA Today** states that “for decades the image of feminine perfection has been thin, thin, thin.” This is leading young girls in the wrong direction.
- Did you know that in 1950 the White Rock Mineral Water girl (advertisement) was about 5 feet 4 inches tall and weighed around 140 pounds, but now is 5 feet 10 inches tall and weighs 110 pounds?
  - D. **Dr. Mary Pipher** (psychologist to teenage girls) agrees that “Beauty is the defining characteristic for American women.

**Transition:** This is a huge problem! Our young girls used to be interested in sports, school and other extra curricular activities; yet almost across the board, as soon as they reach middle school age they become obsessed with their appearance. Whether we allow it to control our actions or not, the fashion industry affects every woman, and is especially harmful to our developing girls.

### IV: Why is this a problem?

#### A. Did you know...

1. By the sixth grade, 79% of all girls want to be thinner and 59% have already dieted? (**Pipher, “Hunger Pains”**)
2. 8-20% of high school girls are bulimic and 1 in 5 college girls are bulimic? (**Pipher, “Hunger Pains”**)
3. 3-5% of women and girls, age 12 to 25, are anorexic? This means they are starving themselves, some even to death. (**Pipher, “Hunger Pains”**)

#### B. Why is this happening?

1. Our culture has a narrow definition of female beauty and a great importance is placed on physical beauty. This predisposes women to worry about weight.
2. The view of beauty as a “vacant-eyed, sexual object” has destroyed the image of wholesome girlhood as young girls want to be just like the fashion models who epitomize the cultural definition of desirable women, to be thin, passive, weak and eager to please.
3. Our culture has shifted away from primary relationships (close friends and neighbors) to the point that now we are forced to judge strangers based on appearance.

**Transition:** Although the fashion industry’s view of women is harming our youth, there are things we can do to prevent some of the problems associated with developing girls.

**V:** What should we do?

**A.** We should recognize the problem. Realize that the fashion industry is having a negative effect on our culture, even if it doesn’t affect us in particular.

1. Culture Secretary **Tessa Jowell** stated that “Young girls aspire to look like the catwalk models – when those models are unhealthily underweight it pressurizes girls to starve themselves to look the same.” (**Associated Press; 09/16/2006**)

**B.** We should support the solution.

1. We should talk to girls about the traps of believing that the view of beauty from advertising is real.
2. We should encourage the strength of girls, other than their physical beauty.
3. We should support and encourage the few media turns toward a realistic view of women.
  1. For example, Dove has recently set a new standard by launching their “Campaign for Real Beauty.”

**Transition:** In order to promote a positive and healthy lifestyle for our young women, we have a lot of preconceived notions to deal with.

**Conclusion:** Margaret Mead (a world renowned anthropologist) describes an ideal culture as “one in which there [is] a place for every human gift.” (**Pipher, “Hunger Pains”**) On the other hand, Dr Pipher states that we are now living in a “girl poisonous culture.” (**Pipher, “Reviving Ophelia”**) We need to realize that the modeling industry is providing an unhealthy role model for young girls and is to blame for a lot of unrealistic views that girls have for themselves. The recent model ban in Madrid is the first step towards a more healthy view of women and needs to be supported in every country and every culture.

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