

# **SPE 100 - Assignments + Supplemental Materials**

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## **DIGITAL STORY ASSIGNMENT (75 points)**

For your first speech assignment you are going to create a digital story that introduces you to your classmates by sharing something personal.

You want your story to have:

- 1) a clear purpose (what you are here to do)
- 2) a clear perspective (how you feel about/what you think about the thing you're talking about)
- 3) excellent technical proficiency (how well the story is put together)

You will be creating a digital story using WeVideo and the text of the story you have already written out and shared in class (edited to about 250 words). When you are creating and making the story you will be using digital images (pictures or photographs - no more than 15) along with a recorded narration of you reading your story and putting them together in WeVideo to create a brief digital presentation that introduces you to the rest of the class.

The digital story should be between two and three minutes long.

You need to use your own pictures. You cannot just take pictures from the internet because that is plagiarism. You can upload pictures into WeVideo from Instagram, Facebook, or other social media accounts that you may have, but the pictures should have been taken by you, your friends, family, or other people that have given you permission to use the file. Your video should also have an opening title slide and a closing credit slide with text.

You will need to record yourself speaking the words to your story. You can do this through WeVideo. There will be an in-class tutorial to help you with the basics of the program.

Once you are finished with the video you will post a link to it in the discussion board on blackboard.

Your digital story must be complete and published in WeVideo by the due date indicated in the schedule. You will present your stories to the class on the following day. You must be in class in order to this. If you have questions about that policy, please see the syllabus regarding late work and presentation-day etiquette.



You will introduce your story with a few brief remarks, and take a few comments/questions following the viewing. You must be in class in order to this. If you have questions about that policy, please see the syllabus regarding late work and presentation-day etiquette.

See the following rubric for specifics regarding the grading of the assignment.



## DIGITAL STORY GRADE SHEET

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

Category	Excellent	Good	Satisfactory	Unsatisfactory
<b>Purpose of Story (20 points)</b>	Establishes a purpose early on and maintains a clear focus throughout	Establishes a purpose early on and maintains a focus for most of the presentation	Focus gets lost throughout the story and the purpose is somewhat clear.	It is difficult to determine the focus or purpose of the video.
<b>Point of View (20 points)</b>	Your point of view is well established and contributes to the overall meaning of the story.	The point of view is stated but does not connect with each part of the story.	The point of view is stated but makes no attempt to connect to the overall meaning of the story.	The point of view is only hinted at or is difficult to understand.
<b>Audio Elements (15 Points)</b>	Narration is clear and well edited. Soundtrack/ effects compliment but do not overwhelm narration. All music is original.	Narration is fairly clear but is occasionally overwhelmed by the soundtrack/ effects. Some music is original but not all.	Narration is hard to understand many times during the presentation, soundtrack is distracting, no original music.	Narration is missing, no soundtrack. No attempt made to follow directions for the story.
<b>Image Elements (20 Points)</b>	All images are clear, original, and primarily used symbolically to communicate something in addition to the narration.	Some images are pixelated, not original, and are only used symbolically part of the time.	Images are not original, poor quality, and there is little to no symbolism in the story.	All images are unoriginal, pixelated or displaying watermarks, and only used to literally represent what is being stated in the narration.



### **Revised Story Draft (5 points)**

You have written a story in class about a person, place, event, etc. that is important to you. In order to shape this into a story that will work for your first project, you must address several questions:

- 1.) Own your insights: First, figure out what story you want to tell - that will help you focus what you have already written. Next, figure out what that story means TO YOU. That means, figuring out what lesson did you learned from this person, place, event, etc. You should do this by:
  - a.) Paying attention to what jumps out at you immediately and using that to guide you.
  - b.) Removing the background story and context or set-up. Write this story like you are telling it to a dear friend who doesn't need all that background.
- 2.) Own your emotions: As you read your story out loud in class and/or to yourself at home, pay attention to what emotions you experience. Can you identify where in your story you felt those emotions? Where there multiple emotions that came up and did the contrast or complement one another? Which emotions will help the audience understand the journey of your story? Is there a tone that captures the overall theme of your story? Can you think of ways you might convey the emotions without using feeling words/clichés (think about visual or audio strategies)?
- 3.) Find the moment: In every story there should be a moment of change. Ask yourself if, in your story, was there a moment when things changed? Were you aware of it at the time? If not, what was the moment you became aware that things had changed? Is there more than one possible moment to choose from? If so, do they convey different meanings? Which most accurately conveys the meanings of the story? Can you describe that moment in detail? If so, do just that - paint a picture for your audience using that moment to shape the story. Show us the story, don't tell us.

You are encouraged to answer all of these questions for yourself. Then, go back and edit your story to make it more dynamic with these ideas in mind. Bring two copies of that draft to class (you will need one to read from and one to turn in).



**Digital Story Storyboard Worksheet (25 points)**

Audio (what we hear)	Visual (what we see)



Audio (what we hear)	Visual (what we see)

Make as many copies as needed of this page



## **Tutorial Video Assignment (100 points)**

For your next speech presentation you will be creating a short, informative, tutorial video based on the activity or practice you know how to do well. First off, DON'T WORRY. You are not going to be responsible for teaching an audience a complex dance sequence or how to cook a full-course meal. What I want you to focus on is picking ONE ELEMENT, ONE MAIN POINT out of the entire sequence of the practice or activity, and create a tutorial video based on that. Alternatively you may choose a fairly simple everyday practice or activity like tying a bowtie or putting in pigtails. In that case I trust that you'll have the ability to create a small informative speech encompassing the whole activity. But if you are speaking about something like YOGA or BACHATA you absolutely DO NOT have to teach the audience an entire yoga series or complex sequence of steps.

That being said, here are the more formal requirements of the assignment:

- 1) Your presentation **MUST BE 3:00-3:30 long**. As the assignments ramp up in complexity it is increasingly important to adhere to time limits. You will need the whole time to create something compelling and interesting for the audience.
- 2) You are going to be teaching us how to do something that we don't know anything about. Therefore you are going to have to introduce us to the practice/activity before you teach us anything. I want you to break up the speech into an INTRODUCTION (where you get us excited about the topic, give us some background information, and set up what you are going to teach) a MAIN SECTION (where you teach us the part of the practice/activity you have chosen), and a CONCLUSION (where you summarize what you have done and leave us with a parting message) . When you are INTRODUCING the practice to us remember that we don't know anything about what you are talking about. Ask yourself what information we would need in order to understand and feel comfortable learning the practice from you. What do you need to do in order to show yourself as an EXPERT on the topic you are speaking about?
- 3) For this assignment I expect you to be speaking on camera for at least 50% of the speech. In order to do this you will need to have access to some sort of camera or cellphone that can record and send video to be able to be imported into WEVIDEO to edit together. WEVIDEO supports almost all file formats but you need to make sure you can get the video from where you record it to your computer to upload into WEVIDEO. Just know that I expect you to record yourself speaking while, at the same time, teaching us particular elements of your practice/activity.
- 4) Have fun. This assignment lets you be the teacher and teach something you find meaningful to a group of your peers. As such you can complete this assignment in lots of ways but hopefully in a way that is fun, exciting, and creative.





## TUTORIAL GRADE SHEET

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

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
Intro (20pts) Total _____	Is engaging, and strong. All four parts of the intro are clear and effective.	All four parts of the introduction are clear and effective. <i>-2.1 to -4</i>	Has an identifiable introduction, though the four parts aren't clear. <i>-4.1 to 6</i>	Introduction is missing one of the four parts. <i>-6.1 to -8</i>	The intro does not meet minimum standards. <i>-8.1 or more</i>
Main Points (20pts) Total _____	The main points are clear and developed, they are organized in a clear pattern.	The main points are clear, but not as developed as an A or the org pattern is unclear. <i>-2.1 to -4</i>	Appropriately narrow/broad enough to teach the task, but a bit disorganized. <i>-4.1 to 6</i>	Lacking in clear main points and/or organization. <i>-6.1 to -8</i>	This speech needs major work on organization. <i>-8.1 or more</i>
Conclusion (10pts) Total _____	Has an engaging and effective summary and clincher	Has a clear and effective summary and clincher <i>-1 to -2</i>	Has a summary and clincher <i>-2 to -3</i>	Does not meet the standards for conclusion. <i>-3 to -4</i>	No Conclusion <i>-4 or more</i>
Transitions/ Signposts (10pts) Total _____	Smooth and creative transitions between all parts of the speech and signposts keep it organized	Smooth transitions between all parts of the speech and signposts keep audience focus <i>-1 to -2</i>	There are transitions between all parts of the speech and signposts present. <i>-2 to -3</i>	Some transitions or signposts are missing. <i>-3 to -4</i>	There aren't transitions or signposts, or there are very few. <i>-4 or more</i>
Delivery (20 pts) Total: _____	Vocally and physically engaging and appropriate. Good use of language.	Vocally and physically engaging & good use of language with an error or two. <i>-2.1 to -4</i>	Clear vocally and physically. Appropriate language, but lacking energy. <i>-4.1 to -6</i>	There is an issue with one aspect of delivery. <i>-6.1 to -8</i>	There is an issue with more than one aspect of delivery. <i>-8.1 or more</i>
Video Editing (20 points) Total: _____	Creative use of video techniques to enhance speech. Seamless editing, visuals, and sound levels.	Editing is seamless, visuals are strong, sound levels are balanced, and there are creative choices made. <i>-2.1 to -4</i>	Editing is smooth, visuals are clear and original, narrative can be heard well. <i>-4.1 to -6</i>	There is a problem with the editing on either the visual or audio level that obscures the message. <i>-6.1 to -8</i>	There are major problems with editing on one or more level. <i>-8.1 or more</i>

Video Length: \_\_\_\_\_

(-5 points for every 10 seconds less than 3 minutes or more than 3 minutes and 30 seconds.)



## **Tutorial Outline Template (25 points) - Final typed version due presentation day**

- I. Introduction (Full Sentences)
  - A. Gain Attention/Interest
  - B. Goodwill
  - C. Establish Credibility
  - D. Preview Structure

*Transition:*

- I. Body (Key Words/Phrases; Have 3-5 steps and as many sub points needed)
  - A. Step One
    1. Sub Point
    2. Sub Point

*Transition*

- B. Step Two
      1. Sub Point
      2. Sub Points

*Transition*

- C. Step Three
        1. Sub Point
        2. Sub Point

*Transition:*

- I. Conclusion (Full Sentences)
  - A. Summary
  - B. Power Punch/Clincher



### **Tutorial Brainstorm (10 Points)**

This worksheet is to get you thinking about possible topics for your tutorial video. Start by using the below action-word/phrase prompts to generate ideas. Finish the phrases below by filling in each of the blanks with ONLY topics you are knowledgeable about, as this will help make your presentation much more effective. You should not try to teach your audience something you yourself are learning to do for the first time.

How to make \_\_\_\_\_.

How to make \_\_\_\_\_.

How to fix \_\_\_\_\_.

How to fix \_\_\_\_\_.

How to use \_\_\_\_\_.

How to use \_\_\_\_\_.

How to do \_\_\_\_\_.

How to do \_\_\_\_\_.

How \_\_\_\_\_ works.

How \_\_\_\_\_ works.

How \_\_\_\_\_ is done, produced, or made.

How \_\_\_\_\_ is done, produced, or made.

Now choose five of the following phrases, and list each phrase with a corresponding topic. (deal with, draw, handle, execute, create, design, develop, incorporate, integrate, invent, operate, organize, perform, plan, predict, produce, structure).

1.)

2.)

3.)

4.)

5.)



Finally, analyze your audience and ask yourself, “Which of your choices have enough potential to offer your audience valuable and worthwhile information?” by answering the following questions about your audience:

a. Who are they? What are their demographics? E.g. Average age, education level, female/male etc.

b. What are their interests, or what is their involvement?

c. What do they like or appreciate?

d. What are their needs, or perhaps their urgent wants?



## **Introduction & Conclusion Worksheet**

### *INTRODUCTION* -----

Attention Getter Option 1:

Attention Getter Option 2:

Attention Getter Option 3:

Statement of Goodwill Option 1:

Statement of Goodwill Option 2:

Statement of Purpose:

Preview & Structure Statement:

### *CONCLUSION* -----

Summary Option 1:

Summary Option 2:

Clincher Option 1:

Clincher Option 2:

Clincher Option 3:



## **Midterm Exam (100 points)**

Choose two tutorial videos made by your classmates:

- One should be a video you consider to be among the best in the class.
- One should be a video you consider to be one of the least successful.

1.) Watch these tutorial videos and make a different outline for each of them following the tutorial outline template (on blackboard and attached here). If they skip an important part of the introduction or conclusion, note that. BE SURE YOU PUT THE SPEAKERS' NAMES AT THE TOP OF EACH OUTLINE.

2.) Now write a review of each speech. For each speech, be sure you address the following:

- The Organization of the Speech:
  - Did they have a four-part introduction and were those parts effective or do some of them need improvement? How/how not?
  - Did they have a two-part conclusion and were those parts effective or do they need improvement? How/how not?
  - Were the main points clear and appropriate or is reorganization necessary?
  - How was their use of signposts - did they use previews, reviews, summaries, and transition words effectively?
- The Vocal Aspects of their Delivery: Choose three of the categories your book addresses regarding vocal delivery (Articulation, Pronunciation, Accent/Dialect/Regionalism, Vocal Quality, Pitch & Inflection, Rate of Speaking, Pauses vs. vocalized pauses, Vocal Projection), define each, and discuss how each functioned in each speaker's presentation.
- The Nonverbal Aspects of their Delivery: Choose three of the categories your book addresses regarding nonverbal delivery and the use of visual aids (Personal Appearance, Movement and Gesture, Facial Expressions, Eye contact, Use of Objects/Props, Demonstration), define each, and discuss how each functioned in each speaker's presentation.
- The Topic and Purpose: Were they clear and made important to the audience throughout the speech? How or how not?
- Video Editing: Was the editing clear and smooth? Were there problems with the editing? What would you change with the quality of video/lighting/sound?

3.) Finally, watch your own tutorial video again. What did you do well? What would you change? You can reflect on the same elements you discussed regarding your classmates' videos. Be sure you tell me how your practiced and prepared for this video and what you would do differently in that aspect were you to do the video again.

## **Informative Speech (125 points)**

For this assignment you will be selecting a topic that has some social significance (think a social issue or social problem), conducting research on that topic, organizing your topic into main points, and presenting your topic to an academic audience at a school like BMCC.

**Topic:** An idea or event that is important to you. This should be something that you and your friends talk about, that effects your everyday life, that impacts a community you are a part of, and that you think others need to be aware of.

**Audience:** Your goal should be to educate the audience in a more formal role, like that of a teacher, rather than a storyteller. You should imagine you are giving this presentation in a larger room on campus to a full audience of students, staff, faculty and the administration of the school. This is a professional audience and you should present yourself accordingly.

### **Additional Objectives:**

- Demonstrate acceptable research standards in research and presentation of materials.
- Research and organize materials to support a thesis.

### **Your presentation must:**

- 1) Be 5 to 7 minutes long.
- 2) Include a minimum of 5 oral citations from 5 different sources. These sources must also appear in your works cited at the end of your outline.
- 3) You must record yourself as if you are giving the speech to an audience, much like a TED talk. You may consider filming your speech from various angles. You can also include visual slides and underlying music, but they should be there to add informative value to your presentation.
- 4) Your presentation needs to be rehearsed, not memorized, not read off a script on pages of your paper. You need to practice using what our readings have described as EXTEMPORANEOUS speaking, which means speaking from a SPEAKING OUTLINE of prepared notes. *Your grade will suffer if you are not using a speaking outline but instead read or recite your speech from memory.*

## **Outline & Bibliography (50 points)**

You will turn in both a formal preparation outline, and a speaking outline for this presentation. BOTH should have an appropriately formatted MLA works cited page. This is also known as a bibliography.



INFORMATIVE GRADE SHEET

Name/Topic: \_\_\_\_\_

**Introduction** (Up to five points based on quality of each)

Attn Getter \_\_\_\_/5    Goodwill \_\_\_\_/5    Credibility \_\_\_\_/5    Preview \_\_\_\_/5

**Introduction Total: \_\_\_\_/20**

**Demonstrate acceptable research standards** (5 oral citations from 5 different sources are required. Up to 5 points each based on quality of citation and source)

Citation/Source \_\_\_\_/5

Citation/Source \_\_\_\_/5

Citation/Source \_\_\_\_/5

Citation/Source \_\_\_\_/5

Citation/Source \_\_\_\_/5

**Research Standards Total: \_\_\_\_/25**

**Conclusion** (Up to five points based on quality of each)

Summary \_\_\_\_/5

Clincher \_\_\_\_/5

**Conclusion Total: \_\_\_\_/10**

**Holistic Areas** (Each of the categories below is given points equivalent to a letter grade based on how fully they meet the provided description.)

Language is appropriate and engaging. Presenter appears credible, confident, and speaks extemporaneously. Voice is clear and expressive, employing all aspects of vocal variety to maintain interest and emphasize points. Words are correctly pronounced and articulated. Personal appearance and nonverbal communication are professional and appropriate.

(A 18-20; B 16-18; C 14-16; D 12-14; F 0-12)

**Delivery for a Professional Audience Total: \_\_\_\_/20**

The editing is professional, free of major errors in sound and visual. The presenter is filmed on screen most of the time, like in a TED talk. There are visual aids used in a variety of ways to reinforce and enhance the speech. Creativity in use of angles and other aesthetic choice is used.

(A 18-20; B 16-18; C 14-16; D 12-14; F 0-12)

**Video Editing: \_\_\_\_/20**

Purpose is clear throughout the speech, Main points are narrow/broad enough to maintain focus and interest and each is supported with at least three different types of supporting materials; all work to support the thesis/purpose. Transitions and signposts enhance the connection of ideas.

(A 27-30; B 24-27; C 21-23; D 18-20; F 0-17)

**Substance: \_\_\_\_/30**

**The video should be between five and seven minutes in length. If it is shorter or longer than this, your grade will be reduced by one full letter grade.**

**OVERALL INFORMATIVE VIDEO GRADE: \_\_\_\_/125**





## **Library Research Worksheet (25 points)**

*Coming up with a strong, narrowed topic and supporting research takes time and is a process of revision. You may think you have a topic, but as you research, it may take you in another direction. This is OK – in fact it is great and is what doing research is all about: DISCOVERY! In general, you should collect more information than you will ever use in your speech. Follow the steps in this worksheet to get started.*

### **TOPIC/KEYWORDS**

1. What is the general topic of your speech?
2. What are some keywords related to this topic?
3. What are some synonyms for these words (different words that are related to or mean the same thing as your keywords)?

### **GET A BIGGER PICTURE OF YOUR TOPIC**

4. Begin researching your topic in generalized areas (Wikipedia, Google, Encyclopedias like the Gale Virtual Reference Library through the library). Get a lot of information so that you have an understanding of the general areas that you might want to talk about in relation to your topic. List AT LEAST 5 things you learned about your topic that you hadn't considered previously. *Note: You will not use these as sources in your speech. They are for brainstorming only.*
5. Look back at your topic in light of this research and narrow it. What is your narrowed topic?
6. What do you foresee your main points being?



## RESEARCH YOUR SPEECH

Go find an article in the library databases and answer the following.

What is the title of the article?

What is the date it was published?

Who is the author?

Cite the article:

Summarize the article:

Write an oral citation that you might use for your speech:

What image might you use to accompany the citation?

Where did you find this article? What steps did you follow? What advice can you give to your classmates on how to search for and use the BMCC databases to find information?



## **Outline For Supporting a SINGLE Main Point (25pts)**

Fill out this form, for ONE of your main points, exactly as you would speak it, including oral citations.

**A.) Statement (to be supported by all of the following):**

*Transition to first support:*

**1.) Support (definition and/or statistic):**

*Transition to second support:*

**2.) Support (testimony):**

*Transition to third support:*

**3.) Support (narrative, example, and/or analogy):**

*Transition to restatement:*

**Restatement of original assertion:**

**Written Citation(s)**



## Persuasive Project (150 points)

From the informative presentations, I will select what I find to be the best topics for persuasive presentations from the informative presentations we just finished in class. For your persuasive presentations, you will be working in groups to create persuasive videos that ask us to do something about the issue present within the BMCC community by either advocating for participation in programs that already exist, suggesting amendments to those programs, or suggesting new programs. While you may have a fair amount of research on this topic from the informative speech, you will need to add research regarding BMCC's programming to work on addressing the issue by interviewing people who work at BMCC and referencing college documents. You may also need to do additional research on the issue itself, but that is not necessarily required.

### Points:

- 150 for video (50% group & 50% individual)
- 50 for outline & bibliography
- 50 for self+group review paper

### Research Requirements:

- Eight different sources must be cited by the group, both in writing and orally during the presentation following the format of author, source, date as discussed in class;
- Each presenter should have at least two cited sources.
- Three of these eight sources have to be from BMCC official documents and/or interviews with BMCC faculty, staff, administration, or student government.

### Organizational Requirements:

- Follow the format of Monroe's Motivated Sequence.

### Video Requirements:

- 10-12 minutes long. The time should be split equally between each of the group members. Each group member is required to be speaking on camera in the video.
- You have the option to include interview clips from your research at BMCC.
- You must use the following at some point in your video:
  - Subtitles/titles
  - Graphs or charts citing facts and figures
  - Research Images

Examples of persuasive videos whose strategies you might borrow from:

[President Obama's Weekly Address from the White House](#)

[Last Week Tonight](#) with John Oliver

[Jay Smooth](#) (these videos aren't persuasive in that they ask you to do anything??)

and [videos from various Kickstarter campaigns](#).



### Self+Group Review:

This reflection should be between two and three pages in length and will be seen only by the professor. It is due on the day your group presents. It should be typed in 12 point font with one-inch margins all around. ONLY YOUR NAME SHOULD BE AT THE TOP OF THE FIRST PAGE. You should use proper grammar, spelling, and punctuation and address the following points in your paper:

- What specific tasks you took on for the project.
- How well you executed those tasks.
- How well you worked with your group. What roles did you take on? How did you encourage others? Etc.
- What grade would you give yourself based on your contributions to the creation of this project? Why?

Next, address the following points about EACH group member other than yourself. Be sure that you are clear about which group member you are talking about and when:

- What specific tasks were assigned to this group member?
- How well did they execute those tasks?
- How well did this person work with the group? How did they make the group stronger? Weaker?
- What grade would you give this person based on their contributions to the creation of the project? Why?

### Grading Criteria:

In general, grading criteria is based on the following:

A – you do an excellent job in all areas of the assignment

B – you do an adequate job in all areas of the assignment

C – you do an adequate job in most areas of the assignment, but you miss an aspect of the assignment and/or have a number of noticeable writing/grammatical/nonverbal errors.

D/F – there are extensive errors and you miss a more than one aspect of the assignment.

Half-grades (+ and -) will be given when assignments fall somewhere in between the above categories.

## **Outline & Bibliography (50 points)**

You will turn in both a formal preparation outline, and a speaking outline for this presentation. BOTH should have an appropriately formatted MLA works cited page. This is also known as a bibliography.



## **Persuasive Research Worksheet (25 points)**

### **TOPIC/KEYWORDS**

What is the social need your group is addressing?

What are some key words and phrases that are a part this topic?

What is the program your group will advocate for?

How does that program address the social need?

### **GET A BIGGER PICTURE OF YOUR TOPIC and ORGANIZATION/PROGRAM**

Begin researching your topic in generalized areas (Wikipedia, Google, Encyclopedias like the Gale Virtual Reference Library through the library). Get a lot of information so that you have and understanding of the general areas that you might want to talk about in relation to your topic.

List AT LEAST 5 things you learned about your topic that you hadn't considered previously.

*Note: You will not use these as sources in your speech. They are for brainstorming only.*

Look through your program's website and promotional materials. What are three additional areas you discover that you might want to research?

List the name and contact information for at least ONE person you might want to interview for this project.



## RESEARCH YOUR SPEECH

- 1.) Using the library databases, locate an articles relevant to your **social need**. Cite it below and next to each give one sentence that describes why they are relevant.

Title of the article

Date Written

Author/Source

Cite the Article

Summarize the Article

Provide feedback on this article. Do you agree/disagree with the author? What questions might you have for the author?

Write an oral citation that you might use for your speech.

What image might you use to accompany your citation?

How might someone who disagrees with this perspective respond to this article?



2.) Using the library databases, locate an articles relevant to your **organization/program**.  
Cite it below and next to each give one sentence that describes why they are relevant.

Title of the article

Date Written

Author/Source

Cite the Article

Summarize the Article

Provide feedback on this article. Do you agree/disagree with the author? What questions might you have for the author?

Write an oral citation that you might use for your speech.

What image might you use to accompany your citation?

How might someone who disagrees with this perspective respond to this article?





## **Proof of Interview Schedule Form (5 Points)**

Who will you be interviewing?

Why are you interviewing this person?

List the contact information for this person.

Please include an email or other documentation proving you have scheduled a meeting. List below the date, time, and location of the meeting.

What are five questions you will ask during the interview?

1.)

2.)

3.)

4.)

5.)



## **Final Paper (150 points)**

### Task:

- Write a reflective paper focusing on your experience in this class as a presenter, giving particular attention to areas such as gathering materials, speech writing, presentation practice, verbal and/or nonverbal delivery, use of visual aids and video editing, audience response, speech anxiety, and/or reception of self.

### FORMAT:

- This paper should be 4-7 pages long with a minimum of a page dedicated to the discussion of each speech.
- Dedicate roughly 1.5 pages to each speech you gave this semester (digital story, tutorial, informative speech, group persuasive speech) and for each address your strengths, weaknesses, and ideas for improvement on areas of delivery, organization, content and support.
- At the end of your paper, include a significant section where you reflect on your work in this class overall.
- Use a common style guide (such as MLA) for mechanics and formatting.

In addition to the above criteria, the paper must be TRULY reflective (that is analytical, critical, consciously focusing on issues pertinent to the principles of public speaking as they relate to your work in this course). Avoid mere observations (i.e. “first this happened, then this, then that...); strive to assess, analyze, and reflect back on your successes.

# APPENDICES



# APPENDIX A: SAMPLE MIDTERM

[YOUR NAME]

Dr. Waychoff

Speech 100 [SECTION]

Date

## **[STUDENT 1] Outline: How to build your credit history**

### 1. Introduction

- A. Did you get denied to get a cellular phone because you don't have a credit history?
- B. Credit history? What is credit history? How do I build a credit history? Why do I need credit history?
- C. Today I would like to show you the very first step on how to start building your credit history.
- D. To build your credit history you will need to apply for a secured credit card, learn tips on how to manage your credit card, and tricks on how to avoid bad credit.

Transition: Let's get started!

### 1. Body

Sign Post: First...

- A. Let's apply for the secured credit card
  - 1. You might ask me what a secured credit card is. A secured credit card requires a cash deposit that becomes a credit line for you.
  - 2. If you deposit 500 dollars you can only spend 500 dollars.



3. Please Google top five secured credit cards. You will see a lot of offers but please pay attention to the fees, APR, and if credit cards report to three major credit bureaus.
4. Three major credit unions are Transunion, Equifax, and Experian
5. Once you have found a right credit card please go ahead and apply. If your application is approved you will receive your first secured credit card in seven business days.

Sign Post: Second...

#### B. Let me give you some tips

1. First tip don't apply for retail store credit cards.
2. Credit Cards from retail stores like Macy's, TJ Maxx, Nordstrom, does not help you build your credit score.
3. Tip number three it's very important to pay your credit card on time.
4. Never make late payments on your credit card because late payments stay on your credit history for seven years.
5. Please pay your credit cards on time.

Sign Post: Third...

#### C Tricks

1. Let's say you have an emergency and you spend all of your credit that was for 500 dollars 5-7 days before your due date please put back 80 percent (\$400) of the money back.



2. You might ask me why you should do that. Because your credit company reports to the credit bureau 4-5 days before your due date.

Transition: I hope you have enjoyed my tutorial on how to building your credit history

## 2. Conclusion

- A. I have showed you how to build your credit history by applying to a secured credit card, as well as tips and tricks on how to manage your credit card.
- B. Please remember the tips and also note secured credit cards are a financial tool to build your credit history. However, this financial tool can hurt you very bad. Banks are looking for profit and you have to control your habits in terms of spending. Thank you.

### **[STUDENT 2] Outline: How to make a paper fortune teller**

#### 1. Introduction

- A. No attention/interest gainer
- B. No goodwill
- C. Hi, my name is [STUDENT 2] and today I will teach you how to make a paper fortune teller.
- D. No preview structure

Transition: None

#### 2. Body

Sign Post: First...

- A. You will start off with a plain flat paper



1. You can use construction paper, loose-leaf paper, any kind of paper as long as it is flat not all crumbled up.

Sign Post: Next...

A. Fold the paper into a triangle.

1. Make sure it's even
2. Make sure your paper ends up like this

Sign Post: None

A. Fold the bottom of the paper

1. Make sure it's even

Sign Post: Now...

A. Take a pair of scissors to cut the bottom fold off.

No Sub points

Sign Post: Next...

A. You'll fold this and make it into another triangle

1. Make sure you end up with something like this.

Sign Post: Next...

A. Make sure you have a square with four triangles.

1. 1, 2, 3,4

Sign Post: Now...

A. You will fold them into mini triangles like this

No Sub points

Sign Post: Now...



A. You will fold them into four more triangles

No Sub points

Sign Post: Now...

A. You will fold it in half

1. Then you will put your finger through here
2. Tuck it in
3. Then you will have something like this

Sign Post: For this step...

A. You can either write colors or numbers.

1. I'm going to do write numbers.

Sign Post: Next

A. You will write a fortune in each triangle.

1. It can be something funny, serious, or anything you want.
2. For number one and two I will write something like "You're going to be rich in 10 years"

Transition: No Transition

Conclusion:

- A. Now you have a paper fortune teller
- B. No Clincher

### **Tutorial Review for [STUDENT 1]**

[STUDENT 1] 's tutorial is very organized. He made sure to include a four part introduction to help gain the audience interest and attention by asking questions. He also



included goodwill, a purpose statement and preview structure which were very effective because that gave the audience an idea of what his tutorial will be about. [STUDENT 1] adds a two part conclusion that included a summary and clincher which were effective because he was able to briefly summarize the body of his tutorial and close with an informative statement. His use of sign posts and transition were very good. The transitions and sign post allowed [STUDENT 1]'s tutorial to flow and help the audience know when he is approaching the end. Overall, [STUDENT 1]'s main points were clear and appropriate.

[STUDENT 1]'s pitch and inflection varied throughout his tutorial. Pitch is how high or low a person's voice is. In this tutorial [STUDENT 1]'s pitch stayed the same throughout the video but his inflection, eventually goes into his pitch to emphasize and achieve the meaning of his purpose statement. The rate of speaking/tempo in this tutorial is appropriate to [STUDENT 1]'s style. He made sure to pace himself to retain clarity. [STUDENT 1]'s range of tempo helps the audience understand and maintain interest. In addition, his volume is produced by the vocal instrument known as projection was very smooth. Public speaking seems to be very natural for [STUDENT 1] according to this tutorial. He had the correct volume, good breathing, and energy.

Personal appearance, how someone appears is very important when you are presenting. It is important to dress comfortably so you feel confident and comfortable during your presentation. [STUDENT 1]'s personal appearance was very clean and tidy. He was dressed appropriately and comfortably. [STUDENT 1]'s presentation seems prepped which caught my attention and made me listen and respect what he had to say. His personal appearance helped the

audience understand he was going to speak about something important. [STUDENT 1]'s Body language which is categorized by movements and gestures was very relaxed and natural. He made a lot of eye contact with his audience. [STUDENT 1] had the ability to look directly at his camera as if he were in front of an audience while he recorded his tutorial. Making eye contact is very important. This is an important element of speaking that helps the audience know you care about them. Making eye contact helps the relationship between a speaker and an audience solid.

In summary, [STUDENT 1]'s topic and purpose were clear and informative to the audience. He asked questions in his introduction about his purpose statement about building credit. He also answered the questions he asked the audience in the body of his tutorial and showed the audience how to build and manage their credit history. On the other hand, [STUDENT 1]'s video editing was very clear and smooth. There were no problems with his editing and I wouldn't change anything with the quality of his video, lighting, or sound because they were all strong.

### **Tutorial Review for [STUDENT 2]**

To begin with, [STUDENT 2] tutorial was not very well organized. She did not have a four part introduction. The parts she included were not effective and require improvement. [STUDENT 2] needs to include an attention/interest gainer, goodwill, and a preview structure. She includes one out of the two part conclusion. [STUDENT 2] summary could have been more effective if she provided more information or details in regards to the purpose of her tutorial. Her sign posts were repetitive and she didn't have any transitions to help her video flow smoothly. Reorganization and planning is necessary

[STUDENT 2]'s pitch and inflection also varied throughout this tutorial. Her pitch was high and her inflection had meaning. However, there were a lot of vocalized pauses that [STUDENT 2] should have tried to avoid. Vocalized pauses are known as “uhs” and “ums”. In addition [STUDENT 2] vocal had good vocal projection. Good vocal projections consist of good breathing, good posture, and energy. Projection is known as volume that is produced by the vocal instrument. [STUDENT 2] is able to speak at a high volume because she supports the voice volume by having energy and breathing really good.

Additionally, Personal appearance is how you look or the way someone appears. If someone prepares before they present their speech, they will be very comfortable and won't appear to the audience as someone who is uncomfortable or scared to speak. In This case [STUDENT 2] personal appearance is good and she is very comfortable. [STUDENT 2] had many movements in her tutorial because she was making a fortune teller. Although she had a lot of movement she was relaxed. Being relaxed is good because you don't distract your audience. Gestures and movement also known as body language in a tutorial should be natural and relaxed, not excessive. Eye contact is very important when you have an audience. Eye contact is when you look at your audience so they know you're speaking to them. [STUDENT 2] did a good job killing two birds in one stone. She was able have good eye contact with her audience as she presents how to make a paper fortune teller.

The editing in [STUDENT 2] tutorial was clear and smooth. The transitions require improvement as well as her sound and lighting. A loud background is a way to distract the audience. A quiet background and a room with better lighting would have improved her video. Although, I did enjoy watching how to make a childhood craft like a fortune teller, I wish

[STUDENT 2] tutorial was prepared and more informative. Her topic was clear to the audience; but her purpose was not and requires improvement.

### **My Tutorial Review**

After watching my tutorial so many times I realized certain parts could have been improved or require improvement. If I ever have to make another tutorial I will be sure to have someone record my presentation so the flow of the video can run smoothly. For my tutorial I wrote down word for word what I wanted to say and practiced speaking to an audience. I was able to use sign post and transition to make the tutorial flow naturally. In my introduction I gained the audience attention and interest by stating a fact they did not know. I also included a two part introduction that briefly summarized the body of my tutorial and ended with a clincher. Although I feel very confident on how to gain an audience attention, I wish to improve and practice on articulation and pronunciation. I had a lot of fun making this tutorial and gained so much knowledge on how to prepare, present, and maintain an audience.



# APPENDIX B: SAMPLE INFORMATIVE OUTLINE AND

## BIBLIOGRAPHY

Name: xxxxx

Topic: Fire Safety

Title: Kill The Fire Before It Kills You.

General Purpose: Fire Safety Awareness

Specific Purpose: The benefits of proper functioning smoke detectors

Central Idea: Fire prevention = Death prevention

### I. Introduction:

- A. In the short five minutes that it will take you to watch this video, statistically, there will be three structural fires reported in the United States. I will elaborate and reference the information source, in a moment.
- B. During the past two decades, I have responded to many tragic fires as a first responder, and witnessed firefighters carrying lifeless bodies from flaming homes. Those memories will be etched in my heart for as long as I live.
- C. Today, we are going to review the prevalence of structural fires in our community, the benefits of fire prevention and what happens when we play with fire. Most importantly, I will expound on the high number of fatalities in home fires that did not have an operational smoke detectors. Lastly, provide sound advice that will help protect your family from the dangers of fires.

### I. BODY



A. Main Point One: Home fires take place more often than we may imagine.

1. Subpoint A: A quick statistical data research yielded some staggering numbers.

a) Sub-subpoint One: In a report titled, *Fire Loss in the United States* by Michael Karter, there were 1.2 million fires here in the United States in year 2013 (Karter).

b) Sub-subpoint Two: That translates to 1 fire every 85 seconds!

2. Subpoint B: Last year, in New York City, we had an impressive volume of fire calls.

a) Sub-subpoint One: According to The New York Fire Department's Vital Statistics report, our city responded to more than 42,000 fire incidents in 2014 (FDNY).

b) Sub-subpoint Two: Of the 42,000 fire incidents, more than 26 thousand of those fires took place in a home or building (FDNY). That equates to 3 structural fires per hour in our very own backyard!

TRANSITIONAL STATEMENT: Fire safety is a hot topic. Let's take a look at the primary cause of home fires.

B. Main Point Two: According to Robert Byrnes, Chief Fire Marshal, of the FDNY's Bureau of Fire Investigation's *2012 investigative report*, he states that Electrical fires are the number one cause of home fires here in New York City (Byrnes).



1. Subpoint A: In fact, 36% of home fires, were caused by an electrical source (Byrnes).
  - a) Sub-subpoint One: The leading types of electrical equipment involved in home fires were washer/dryers, and space heaters as reported by Byrnes.
  - b) Sub-subpoint Two: Hence, it is vital that your washer or dryer is safety plugged into an outlet that can handle high voltage.
2. Subpoint B: In view of the fact, that most fires are ignited by a faulty electric appliance or antiquated power supply; the month of May has been dedicated as the National Electrical Safety Month by the Electric Safety Foundation International.... Here are some basic safety tips that are strongly recommended:
  - a) One: Extension cords should not be misused and overloaded with multiple appliances.
  - b) Two: Home wiring, should be done by a certified electrician.  
  
Hiring a handy-person to install your electric, may save you a few dollars today, but may potentially cost the life of a loved one, tomorrow.

TRANSITIONAL STATEMENT: Okay, let's talk about injuries and loss of life caused by fire.

C. Main Point Three: To state the obvious, fatalities and burn injuries are synonymous when dealing with fire.

1. Subpoint A: Tragically, many lives are lost by fires every day!



- a) Sub-subpoint One: As mentioned in Karter's report, located on the National Fire Protection Association's website, there were close to 3,000 civilian fire deaths in the U.S (Karter). That is an astounding 8 deaths per day!
  - b) Sub-subpoint Two: Gut-wrenchingly, there were 80 civilian fire deaths reported in 2014, in this great city of ours, as documented by Chief Byrnes. At least, that pales in comparison to the national average of 1 death every 2.5 hours as reported by (Karter).
2. Subpoint B: Painfully, injuries secondary to fires, are all too common.
- a) Sub-subpoint One: As mentioned by Karter, every 33 minutes another victim was injured by a fire in the United States (Karter).
  - b) Sub-subpoint Two: Last year, in New York City, 186 firefighters were burnt while battling a blaze, noted (Byrnes).

TRANSITIONAL STATEMENT: It is better to be twice as safe, than twice as sorry.

D. Main Point Four: Functioning detectors saves lives. Regrettably, many citizens wait till after tragedy strikes home, before inspecting their smoke detectors.

- 1. Subpoint A: Missing or malfunctioning smoke detectors, recklessly cost needless lives on a daily basis.
  - a) Sub-subpoint One: As documented by Ahern, in 37% of the homes of fires, no smoke alarms were present at the time. Moreover, there were only 52% of fires that had operating smoke alarms (Ahern)!



- b) Sub-subpoint Two: It is recommended by FEMA, that each floor/living area should have at least one working carbon monoxide detector (Smoke).

## II. CONCLUSION

- A. In summary, fire safety and prevention is the first link in surviving a fire.
  - 1. According to statistics, there are more than 1.2 million fires in the U.S. yearly, resulting in almost 3,000 civilian deaths.
  - 2. Fire deaths are primarily caused by electrical malfunction or unsafe use of wiring.
  - 3. Having smoke detectors in your home, may one day save your very own life.
- B. As eloquently stated by Benjamin Franklin in 1773, “An ounce of prevention is worth a pound of cure” (Pennsylvania Gazette).

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