Welcome!

Permit me to introduce myself. My name is Nan Peck. You are welcome to call me "Ms. Peck."

I'd like to tell you something about my background in the communication field and to describe to you my expectations and thoughts about this course and how I plan to teach it. You'll notice that during Week One I'll ask you to introduce yourself on the Blackboard site.

I've been teaching at NOVA since 1983, first as an adjunct professor and then as a full-time faculty member. I grew up in Illinois and, upon earning my M.S. Degree in Speech Communication, moved to Virginia in order to find a Congressional staff position. I worked for Senator Dave Durenberger (R-Minnesota) in the early 1980's covering health care legislation and developed a profound appreciation for the power of the spoken word in shaping policies and attitudes. As a co-founder of Speech Communication Consultants, I spent a few years conducting seminars and offering workshops with business and government professionals in this metropolitan area. I continue to conduct courses in public speaking and other areas of communication to professionals in government agencies, businesses, community groups and social service agencies. For many years I worked as a trainer and speaker in suicide prevention and crisis intervention. I continue to be active in community education and policy issues.

This course is a pioneer in the communication field. Developed in 1993, this is the first telecourse offered in speech communication! It is called a "hybrid" because it combines distance education with face-to-face interaction and it serves as a model for many other courses. Students like you have become stars in my many presentations to educators around the country.

I am committed to ensuring that this non-traditional course does not compromise the educational goals of NVCC in providing an excellent atmosphere for scholarship. I trust that you will share with me your thoughts about how this course fulfills these goals and how this course might be improved. I value your feedback.

Because I have asked you to share with me something about yourself that is unique, let me do the same. I was a competitive volleyball player for several years and coached high school teams for six years. I have a marvelous family including twelve siblings who provide me with ample stories for my speeches. You'll see some of my family members in the video lectures for this course. My husband is Paul Haas. Paul and I share many interests including sports, family, and independent films.

I have a reputation for demanding high standards from students. I find that most students respond positively to this. Recognizing that this is an undergraduate level course, my expectations for you will be that you demonstrate scholarship worthy of a 100-level college course. I do not expect you to present professional talks but I do expect that your presentations reflect an application of the principles of public address.

With deep sincerity I hope that you will enjoy taking this course and that you find that the principles of public speaking assist you in becoming a more effective speaker and consumer of rhetoric. I believe that this course will be as stimulating, challenging, and enjoyable as you make it.
Course Expectations

- Watch twelve video lectures (available on cable television, on the NVCC website, or in NVCC Learning Resource Centers);
- Attend four (mandatory) class sessions. If you cannot attend each of the sessions, please withdraw from the course;
- Present three graded speeches. Unless you are homebound or incarcerated, these talks will be given live during mandatory class sessions. All speeches will be videotaped when you present them for your review and you will receive written feedback from your instructor. Bring a high-quality VHS tape to the class sessions;
- Read your textbook and submit two examinations via e-mail. Exam #1 is included in this packet while Exam #2 will be posted on the Blackboard site later in the semester.
- Submit two speech outlines. One is a speaking outline and the other a preparation outline;
- Submit a self-critique of your persuasive speech;
- Participate on the Blackboard discussion board. Each week there will be options for discussion. Each week you’ll choose at least two discussions and then follow-up with responses to at least two of your colleagues’ for each discussion question; and
- Help plan and participate in an awards banquet at the end of the course.

Most importantly, I expect you to communicate with me in a collegiate manner. Please make every attempt to discuss your concerns and thoughts about this course with me. My job is to facilitate your learning: Help me to do this well.

There are several ways for us to communicate: By mail, e-mail, telephone, in person, television, and videotape. This is a multi-media course so some of the channels for communication will appeal to you more than others. Together let us discover which modes you prefer.

Course Assignments

PARTICIPATION (0-100 points) For an average grade (80 points), you are expected to participate on a weekly bases using the Blackboard discussion board, in class sessions, and through other channels of communication, in a manner which demonstrates that you have been doing the text reading and using critical thinking skills. This grade reflects your willingness to offer and accept constructive criticism and your effort in applying the principles of rhetoric to your speaking assignments.

Please get into the habit of communicating with your instructor and your classmates on a daily basis. Reserve time each week to participate on the Blackboard site for SPD 100, (http://bb.vccs.edu). Each week you must respond to two discussion questions and respond to at least two of your classmates’ comments for each discussion question. You are expected to survey your classmates and to respond to each of their surveys. There are due dates posted on the Blackboard site.

When listening to speeches or lectures, you are expected to assume the responsibilities of an audience by being courteous, attentive and supportive. Be certain that you are demonstrating ethical speaking and listening. (See Chapter 2 of your text for guidelines.)

Missing a class session means that you are missing important communication. If for any reason you are not able to attend a class session, and you receive an excused absence, you will automatically be docked one full grade for each missed class session. Failure to attend
a class session without an excused absence will result in an automatic failure for the course. Tardiness and early departures in these mandatory class sessions will be factored into your participation grade as well.

**SPEECH ASSIGNMENTS (0-200 points)** There are three graded speeches. A specific description of the personal value narrative is included in Unit 2. See Unit 4 for a description of the demonstration speech and Unit 8 for the persuasive speech assignment. See the Appendix for more information concerning criteria for grading speeches.

You are expected to discuss your topics and thesis statements with your instructor prior to giving your talk. You are further advised to conduct audience analysis (to avoid ethnocentrism) and to abide by the ethical guidelines described in Chapter 2 of your textbook.

Students who fail to abide by ethical guidelines for speaking and listening will be referred to the Dean of Student Development for disciplinary action. See your Student Handbook for more information. Pay particular attention to our honor code concerning plagiarism. (This is also covered in the NVCC Student Handbook.)

You are further expected to deliver extemporaneous speeches. Memorized, manuscript and impromptu talks are not acceptable for these graded assignments.

**SPEECH OUTLINES (0-50 points)** Submit a speaking outline to accompany your demonstration speech. Consult Chapter 10 of your textbook for guidelines for preparing this outline. Include your speech title, purpose, and central idea/thesis statement. The speaking outline must include your delivery cues as well. No bibliography is necessary for this outline.

A preparation outline is required for your persuasive speech. Consult your textbook, Chapter 10 for more assistance. You might consider using the Monroe Motivated Sequence when developing your persuasive speech outline. Be sure to attach a bibliography for your persuasive preparation outline. Use a standard format (e.g., APA) for this outline and bibliography.

**SELF CRITIQUE (0-50 points)** Using the persuasive speech you have presented, analyze your speech in terms of its content, your delivery and the effect of your speech upon your audience. In 2-3 typed pages, offer specific suggestions for ways to improve your public speaking skills. Be sure to comment on what you are doing well!

Include with your critique your score for the post-PRPSA inventory. (You’ll find this PRPSA on the External Links section of the Blackboard site.) Write a paragraph about the score and how it relates to your thoughts about your communication competence and confidence. How does this score compare to your pre-PRPSA inventory?

**EXAMINATIONS (0-100 points)** There are two objective, short-essay question tests. Both exams are available on the Blackboard site. You may use your text, your class notes, your classmates, or any other source of expertise to answer the questions asked. You must author the examinations yourself, however. No ghostwriters are allowed. Be certain to cite your sources should you choose to paraphrase or reference another’s work. Each answer will be ½ - ¾ of a typed page. E-mail your answers using MS Word to your instructor. Be sure to put SPD 100 on the subject line or your instructor will not open the attachment.
Unit One: Dealing with Speech Anxiety

The only difference between the pros and the novices is that the pros have trained the butterflies to fly in formation.

- Edwin Newman

This week your work will focus on getting acquainted with the nature of public address, your instructor and your classmates.

What to do:

- Check out the SPD 100 website for Unit One, http://www.nvcc.edu/home/npeck/spd100/summer/one.htm
- E-mail Nan Peck (npeck@nvcc.edu) with your introduction;
- Sign on the Blackboard discussion board, http://bb.vccs.edu;
- Take the PRPSA self-assessment;
- Using Blackboard, introduce yourself to your colleagues;
- Watch Videotape #2: Dealing with Speech Anxiety; and
- Read Chapters 1 and 2 of your textbook.

Your Introduction

Let me know who you are and what your academic needs and expectations are for this course. Include the following:

1. Your academic background and your reasons for taking this course;
2. Your avocation, career plans, community work, or goals that relate to this course;
3. Your expectations and aspirations for this course;
4. Your perceptions of your strengths and weaknesses as a public speaker. What are some of your best experiences? Worse experiences?
5. Statements about yourself that will help me remember you from among the other 25-30 students in the course.
6. Reactions to the PRPSA inventory.

The Personal Report Public Speaking Apprehension Inventory

Complete James McCroskey’s PRPSA inventory available on the External Links section of the Blackboard site, (http://bb.vccs.edu, or at http://www.jamesmcrcroskey.com/measures/prpsa.htm). Discuss your reactions to the score. Are you surprised by the results? Why or why not? I will ask you to take this self-test again at the end of the semester. This is one measure to see how your confidence level is affected by the course.
Unit Two: Preparing and Presenting Your First Talk

Those who fail to prepare are preparing to fail.
- Benjamin Franklin

This week your work will focus on specific steps for preparing and presenting your first speech.

Key topics for this week include:
- Assessing the audience;
- Organizing the talk; and
- Practicing and rehearsing
- Presenting your first talk;
- Meeting your classmates face to face;
- Giving positive feedback; and
- Debriefing your talk

What to do:
- Check out the SPD 100 website for Unit Two, http://www.nvcc.edu/home/npeck/spd100/summer/two.htm
- Take inventory of your values, strongly held beliefs, and pet peeves. Talk with your friends and colleagues about your topic;
- Using Blackboard, survey your classmates with questions about your topic;
- View Videotape #3: Preparing Your First Talk;
- Read Chapters 4 and 5 of your textbook;
- Rehearse your talk; and
- Get a new high-quality VHS tape to bring to class.
- Attend class. Check your syllabus for specifics on the date, time, and location. You’ll be delivering your talk. Come prepared with a blank, high-quality VHS videotape. Bring this tape even if you don’t own a VHS player. Bring your confidence;
- Come prepared to get involved in get-acquainted exercises, class discussions, and impromptu speaking.

Personal Narrative Talk (0-50 points)

Present a speech, lasting 2-3 minutes, in which you share a personal value, opinion, belief, or attitude, which will enable you to establish your credibility. This is an extemporaneous talk so you are welcome to have notes, but no manuscript. The emphasis should be on delivering a conversational talk. Develop your narrative informally, with emphasis on demonstrating the qualities of an effective communicator (i.e., SPEAK).

Concentrate on developing a clear introduction, discussion, and conclusion for your talk. Do not plan a question/answer session since time will not permit these.

Be sure to dress for success. For this course, that’s business casual. Wear a collared shirt and pressed slacks or something comparable. No shorts, t-shirts, jeans, or tennis shoes.
You want to dress in such a way that others do not notice your dress, but rather your message.

Bring a new VHS videotape to class. Put your name on the cassette. Invest in a better quality tape to ensure that you can hear your presentation when you watch it at home.

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**Consider This: Choosing Your Topic**

Possible topics might include:

- I wish everyone would use his/her turn signal when driving.
- Political candidates do a disservice to politicians when they employ negative campaign messages.
- I’ve found that walking is a great way to relieve stress and to meet my neighbors.
- I’ve learned the hard way to keep my (cigarette) butts to myself.
- My year as an exchange student taught me to appreciate the Middle East.
- A tattoo is a permanent reminder of a temporary want.
- Preparing your living will is a smart decision.
- Registering for the Selective Service is discriminatory.
- Someone saved my life by donating their blood.
- Losing my leg was one of the best things that happened to me.

There are more suggestions and tips at
http://www.nvcc.edu/home/npeck/spd100/units/narrative.htm

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**Consider This: Following Your Talk**

How did the talk go for you?

What were the strengths of your presentation?

What would you like to have done differently?

What will you do next time?
Unit Three: Learning about Public Speaking

All epoch-making revolutionary events have been produced not by the written word but by the spoken word.

- Adolph Hitler

This week your work will focus on getting acquainted with the nature of public address.

Key topics for the week include:

• Essential characteristics of effective communicators; and
• A historical perspective on public address.

What to do:

• Check out the SPD 100 website for Unit Three, http://www.nvcc.edu/home/npeck/spd100/summer/three.htm
• View Videotape #1: Introduction to Public Speaking;
• Contribute to the Blackboard discussion, http://bb.vccs.edu;
• Finish reading Part One of the textbook;

Consider This: Public Speaking Role Models

Watching others speak can be very informative and useful to a student of public speaking. Even speakers who fail to capture to hold the attention of their audience can offer a student some practical tips. For the next week, observe news reporters and anchors and see how they organize their message and use their voice and body to share information.

Listen to talk radio and make note of the way that the announcer tries to capture your attention and inspire you to stay tuned. Observe how radio personalities identify themselves and their guests – they strive not to plagiarize – and to paint a picture for you. Some radio personalities are better listeners than others – what do you notice?

Watch sports. Notice how the communication of the play-by-play announcer differs from that of the color commentators and guest speakers.

Go to church, synagogue or mosque. Make note of the way that the preacher shares a motivational speech, (sometimes called a homily).

Watch C-SPAN, the cable television (and radio), http://www.c-span.org/, and hear speeches live from Congress or other forums.
Unit Four: Structuring a Talk

To speak much is one thing; to speak well another.
- Sophocles

This week your work will focus on planning the main points and subordinate points.

Key topics for this week include:

- Determining the purpose of the talk;
- Defining the central ideas;
- Defining main and subordinate points; and
- Using transitions and signposts.

What to do:

- Check out the SPD 100 web pages for Unit Four, http://www.nvcc.edu/home/npeck/spd100/summer/four.htm
- Watch Videotape #4: Structuring a Talk;
- Read Chapters 8, 9 and 14 of your text;
- Using Blackboard, conduct your audience analysis; and
- Prepare a preparation outline for your demonstration speech.

Demonstration Speech (0-50 points)

Present a talk that lasts 4-6 minutes on a subject for which you are an expert. This may be a demonstration that teaches your audience something new. Show us how something works or how to do something that we will view as useful and informative.

Your grade will be based on your organizational pattern and clarity and in presenting your information in an engaging and credible manner. Be sure to cite sources of your information to avoid plagiarism!

Provide at least one visual aid as a support item. You are welcome to use a computer-generated visual (e.g., Power Point), but that is not expected. An overhead projector and easel are also available for your use.

Your audience must be able to clearly identify your thesis and your main points.

Consider This

What is your thesis/central idea?
What are your 3-5 main points?
Sample Demonstration Speech Topics

You might decide to show us how to do something:

How to
- Improve your posture
- Juggle
- Call a square dance
- Fix a broken lamp
- Prevent osteoporosis
- Prepare for a move
- Design a wedding invitation
- Speak with an Australian accent
- Jumpstart a car battery
- Analyze your doodles
- Improve your memory
- Create a memory scrapbook
- Wallpaper a room
- Make a clown face
- Rototill a garden
- Perform three magic tricks
- Add greater security to your computer
- Mend a tear in upholstery

You might decide to describe to us how something works:

How
- Aspirin works to reduce pain and swelling
- Your voice creates sound
- Florists dye carnations
- Clouds form
- Dry cleaners press laundry
- Soil erodes
- Bricklayers build walls
- Firecrackers burst
- The AIDS virus attacks
- Your body replenishes its blood supply
- The Enneagram works
- Clothes develop static cling
- Plants photosynthesize
- A troop gets deployed into action overseas

Do not elect to show us how to make an appetizer, an alcoholic drink or a dessert. Likewise, do not show us how to do something that is generally considering illegal or immoral (e.g., how to make a fake ID; how to grow marihuana; or how to hack into a computer system).
Unit Five: You’ve Got Style

*If you have an important point to make, don’t try to be subtle or clever. Use a pile driver. Hit the point once. Then come back and hit it again. Then hit it a third time – a tremendous whack.*

- Winston Churchill

This week your work will focus on techniques for supporting your thesis and main ideas of a speech.

Key topics for the week include:
- Using examples and illustrations;
- Developing the introduction and conclusion; and
- Identifying useful visual aids.

**What to do:**

- Check out the SPD 100 web pages for Unit Five, [http://www.nvcc.edu/home/npeck/spd100/summer/five.htm](http://www.nvcc.edu/home/npeck/spd100/summer/five.htm)
- Watch Videotape #5: Stylistic Considerations;
- Read Chapters 7, 9, and 13 of your textbook;
- Participate on the Blackboard site; and
- Develop your preparation outline.

**Demonstration Speech Outline (0-25 points)**

Using the guidelines provided in Chapter 10 of your text, prepare a speaking outline for your demonstration speech. Make a copy of this outline and bring both copies to class. You will use one while delivering your talk and give the other to your instructor.

Be sure to include the following:
- A speech title;
- Your purpose and thesis statement;
- Clearly marked introduction, discussion and conclusion; and
- Delivery cues.
Let him never make a speech until he has something to say. This last is about the hardest advice to follow, perhaps.

- Mark Twain

This week you will meet with your classmates to deliver and critique demonstration speeches. You will receive and give constructive criticism.

Key topics for the week include:
- Managing speech nervousness well;
- Delivering your talk;
- Soliciting and constructing feedback; and
- Reviewing your videotape and feedback.

What to do:
- Check out the SPD 100 web pages for Unit Six, [http://www.nvcc.edu/home/npeck/spd100/summer/six.htm](http://www.nvcc.edu/home/npeck/spd100/summer/six.htm)
- Read Chapters 11 and 12 of your text; and
- Attend class. Cue up and bring your videotape. Deliver your informative briefing;
- Bring two copies of your speaking outline;
- Bring at least one visual aid;
- Be prepared to give other classmates feedback;
- Participate on the Blackboard site;
- Read Chapters 6 and 10 of your text;
- Watch Videotape #6: Researching a Talk;
- Develop your speaking outline;
- Develop your visual aids; and
- Rehearse your talk, including source citations.

Consider This

Look at NOVA’s website: [http://www.nvcc.edu/library](http://www.nvcc.edu/library)
What resources are available through this site?

What experts will you interview for your talk? Think seriously about consulting with professors at NVCC who are experts in your topic.
This week you will debrief your demonstration speech and consider ways to enhance your delivery skills.

Key topics for the week include:
- Reviewing your videotape and feedback;
- Review what you’ve learned thus far (via an examination);
- Plan your next speech; and
- Consider ways to enhance your presentation with your delivery.

What to do:

- Check out the SPD 100 web pages for Unit Seven, [http://www.nvcc.edu/home/npeck/spd100/summer/seven.htm](http://www.nvcc.edu/home/npeck/spd100/summer/seven.htm)
- Submit Exam #1, found in the Assignments of your Blackboard site;
- Read Chapters 11 and 12 of your text, *The Art of Public Speaking*;
- Sign on to Blackboard and complete two options for Unit Seven on the discussion board;
- Prepare your preparation outline for your upcoming persuasive speech:
  - Participate on the Blackboard site;
  - Watch Videotape #7: Delivery Skills;
  - Review the feedback and evaluation you receive following your talk.

While you'll be preparing a speaking outline for each of your talks, you are asked to submit a copy of your preparation outline for your persuasive speech.

Your outline should include your speech title, your purpose and thesis statements, the introduction, body and conclusion, as well as a bibliography.

Your bibliography must be a scholarly one. Use either MLA or APA style.

Using your student e-mail, submit your outline to my e-mail at npeck@nvcc.edu. Make sure that it is MS Word compatible and put SPD 100 on the message line. I'll look it over, grade it, and return my comments to you via e-mail.

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<th>Consider This</th>
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<tbody>
<tr>
<td>How did your talk go?</td>
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<td>What did you do especially well?</td>
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<tr>
<td>What will you do differently next time?</td>
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<tr>
<td>What feedback was most useful to you?</td>
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Sample Persuasive Speech Topics

You might decide to convince us to think differently:

- Require women register for Selective Service
- Consider intelligent design as an alternative to creation
- Support efforts to ban smoking in all public areas
- Stop using credit cards
- Support small family retail businesses
- Lobby U.S. Congress to support the CEDAW (Treaty for the Rights of Women)
- Support efforts to end business casual dress
- Change the driving age to 18
- Ban the use of cell phones for all drivers in Virginia
- Recycle by donating (old cell phones, glasses, clothing, etc.)
- Stop renting and start purchasing your home
- Plan to continue on to graduate school

You might decide to convince us to behave differently:

- Donate blood
- Sign a living will
- Sign an organ donor card
- Purchase textbooks online
- Earn an associate’s degree
- Spay/neuter your pet
- Stop wearing high heeled shoes
- Wear your seatbelt
- Wear a bicycle helmet
- Fully invest in a ROTH IRA

Do not elect to develop or to present a sales presentation. Do not give us a religious conversion talk. Likewise, do not convince us to do something that is generally considering illegal or immoral (e.g., why we should smoke pot, forego paying taxes, or start a diploma mill).
Unit Eight: Persuasive Communication

If all my talents and powers were to be taken from me by some inscrutable Providence, and I had my choice of keeping but one, I would unhesitatingly ask to be allowed to keep the Power of Speaker, but through it, I would quickly recover all the rest.

- Daniel Webster

This week your work will focus on understanding the nature of the persuasive process in public address.

Key topics for this week include:

- Aristotle’s modes of persuasion;
- Ethical means of influencing an audience;
- Using the motivated sequence;
- Delivery skills;
- Developing a cogent argument; and
- Ethical considerations.

What to do:

- Check out the SPD 100 web pages for Unit Eight, http://www.nvcc.edu/home/npeck/spd100/summer/eight.htm
- Participate on the Blackboard site;
- View Videotape #8: Persuasive Public Speaking;
- Read Chapters 15 and 16 of your text;
- Review Chapter 10 and prepare and submit your preparation outline; and
- Develop your visual aids.

Persuasive Speech Preparation Outline (0-25 points)

E-mail your instructor a preparation outline of your talk. This must be submitted one week before delivering your talk. Consult Chapter 10 of your text for more information. Be sure to include your speech title, purpose, thesis statement, and bibliography. (Use a standard academic format for citing your sources. You might use APA's style wizard found at http://www.stylewizard.com/index.html.)

This outline will assist you in fine-tuning your talk since your instructor will provide you with feedback during the week.

Persuasive Speech (0-100 points)

Make a presentation that seeks to compel your audience to make a voluntary change in their attitudes, values, or behaviors. Your talk might follow the Motivated Sequence format. Clearly establish your credibility and ensure that your approach follows the guidelines of ethical speaking. You are encouraged to offer a complement of ethos, pathos and logos. Deliver a well-organized 7-10 minutes speech in which you urge your classmates to make a change that you deem is important. At least three credible sources should be cited in your argument.
Unit Nine: Listen to Your Classmates Speak

While the right to talk may be the beginning of freedom, the necessity of listening is what makes the right important.

- Walter Lippmann

This week your work will focus on delivering your persuasive speech and assessing the success of this effort. Furthermore, your work will focus on critical listening skills. You will concentrate on using your listening to become a better consumer of persuasive messages.

Key topics for the week include:

- Interacting with your audience during a talk;
- Giving and receiving feedback;
- Evaluating your talk based upon your experience and those of your audience.
- The importance of listening;
- Common problems in listening;
- Types of active listening;
- Ways to improve your listening skills; and
- Using feedback to improve your talks.

What to do:

- Check out the SPD 100 web pages for Unit Nine, http://www.nvcc.edu/home/npeck/spd100/summer/nine.htm
- Participate on the Blackboard site;
- Attend class and deliver your talk. Be sure to bring your videotape;
- Watch Videotape #9: Listening Skills; and
- Read Chapter 3 of your textbook.

Persuasive Speech (0-100 points)

Make a presentation that seeks to compel your audience to make a voluntary change in their attitudes, values, or behaviors. Your talk might follow the Motivated Sequence format. Clearly establish your credibility and ensure that your approach follows the guidelines of ethical speaking. You are encouraged to offer a complement of ethos, pathos and logos. Deliver a well-organized 7-10 minutes speech in which you urge your classmates to make a change that you deem is important. At least three credible sources should be cited in your argument.
Unit Ten: Fine Tuning a Speech

It is the province of knowledge to speak, and it is the privilege of wisdom to listen.
- Oliver Wendell Holmes

- Check out the SPD 100 web pages for Unit Ten, http://www.nvcc.edu/home/npeck/spd100/summer/ten.htm
- Participate on the Blackboard discussion;
- Submit your answers to Exam #2;
- Watch Videotape #10: Fine Tuning a Speech; and
- Outline and draft your speech critique paper.

Consider This

What were the strengths of your persuasive speech?

What areas could use further improvement?

Assess your delivery skills, the content, and the organization of your talk.

Did you demonstrate the traits of the effective communicator: S.P.E.A.K.E.R.?

Using the PRPSA, assess your level of communication apprehension. Compare this with previous talks.
Unit Eleven: Special Occasion Speaking

Wise men talk because they have something to say; fools, because they have to say something.
-Plato

This week your work will focus on preparing remarks for special speaking situations.

Key topics for this week include:

- Preparing introductions, toasts, roasts, retirement talks, eulogies, awards presentations, and acceptance speeches;
- Analyzing commencement and campaign rhetoric; and
- Preparing for the final class session.

What to do:

- Check out the SPD 100 web pages for Unit Eleven, http://www.nvcc.edu/home/npeck/spd100/summer/eleven.htm
- Contact the emcees and coordinators of the Public Speaking Awards Banquet;
- Watch Videotape #11: Special Occasion Speaking;
- Read Chapter 17 of your text;
- Submit your speech critique including the PRPSA inventory post-test; and

Speech Critique Paper (0-50 points)

Using the persuasive speech (or the demonstration speech), analyze your talk in terms of its content, your delivery and the effect of your speech upon your audience. Be sure to reference the feedback you received from your instructor and your classmates. In 2-3 typed pages, offer specific suggestions for ways you might improve your public speaking skills. Be sure to comment on what you are doing well!

Include in your critique your reactions to the PRPSA post-test, found in the External Links of the Blackboard site. How does this score compare with your pre-test? Attach the post-test to your critique.

Consider This

Unit Twelve: Public Speaking Awards

Final Class Session

It usually takes me more than three weeks to prepare a good impromptu speech.
-Mark Twain

This week your work will focus on celebrating your public speaking knowledge and competencies.

Key topics for this week include:

- Learning how groups and individuals find a public forum for their views;
- Public relations and careers in public speaking;
- Evaluating the course; and
- Celebrating the course.

What to do:

- Check out the SPD 100 web pages for Unit Twelve, http://www.nvcc.edu/home/npeck/spd100/summer/twelve.htm
- Submit your speech critique, including your PRPSA;
- Watch Videotape #12: Developing Your Voice;
- Attend the speaking banquet. Please bring a dish to pass;
- Work with the awards and banquet coordinators and the emcees; and
- Prepare to present and to make an acceptance speech for an award you’ll receive.

Awards Banquet

Come to the awards banquet and be prepared to present a short special occasion address. If you select to be an emcee, a coordinator, or a special guest, you will not be expected to present an award to a classmate. Otherwise, you will be expected to present two awards. Everyone should be prepared to make an impromptu acceptance speech.

These exercises will contribute toward your participation grade.
**Assignments**

Hosts:
- Mistress of Ceremonies:
- Master of Ceremonies:

Guests:
- Convocation*:
- Historian:
- Entertainer:
- Keynote Speaker:
- Toast*:
- Adjournment*:

Coordinators
- Awards:
- Banquet:

Awards Presenters:
* These guests will present one award. Others will present two.

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**Consider This**

National Speakers Association: [http://www.nsaspeaker.org](http://www.nsaspeaker.org)
International Training Communication: [http://www.escape.ca/~itcintl](http://www.escape.ca/~itcintl)
C-SPAN: [http://www.c-span.org](http://www.c-span.org)
Here are some descriptions of the various special occasion speaking assignments:

EMCEES: The master and mistress of ceremony host the evening. They welcome guests, plan and oversee the event. The emcees introduce each of the speakers and ask the audience to respond to show their appreciation for each talk. The emcees also decide upon the theme, the order of presentations, and ensure that guests have a grand time.

CONVOCATION: This 30-60 second opening talk will set the stage for the evening. It is usual to have a poignant verse, story or pithy statement. Confer with the emcees to ensure that this presentation is consistent with the theme.

ENTERTAINER: This light-hearted 2-3 minute talk is designed to poke fun at ourselves as we have struggled with the principles and skills of public speaking. It’s useful to share amusing recollections of assignments and experiences.

HISTORIAN: This after-dinner 2-3 minute talk provides an overview of the course. Highlight turning points, leaders and major conflicts.

KEYNOTE ADDRESS: This 3-5 minute talk is the main attraction. Provide a “commencement” address filled with sage advice for using the principles of public speaking in the future.

TOAST: This 20-30 second talk is a salute to those who have been instrumental in making the course what it is. Provide sparkling libations.

ADJOURNMENT: This 30-60 second talk is typically like the convocation. It would be valuable to coordinate these two speeches. This is the final fare-thee-well talk.

DECOR AND CATERING: Coordinate food and serving wares.

AWARDS COORDINATOR: Ensure that each student receives an award.

AWARDS: Read Lucas’ chapter on presenting and receiving an award. Check the sample speeches in the text. Notice that these are generally short talks (aim for 30-60 seconds) and have some substance to them. Try to be specific and descriptive in your explanations of the commendations that you offer the recipient. Have a tangible item to accompany that award (e.g., a certificate, a trophy, a book, or a candy bar).

Recipients generally strive to receive the award gracefully and modestly. Do not argue against the commendations and share the praise with those who have assisted you (e.g., your partner, best friend or dog).

When you present the award, don’t reveal the recipient’s name until you’ve nearly completed the description. This builds a climax. In addition, do not reveal to the recipient that you are going to give that person an award. This is to be a surprise!
Nan Peck’s Blueprint for Preparing a Speech

Step 1: Deal with Preliminaries
- Identify Your Purpose
- Analyze Your Audience
- Select a Subject

Step 2: Focus Your Topic
- Consider Audience Needs
- Develop Your Thesis

Step 3: Conduct Preliminary Research
- Develop Main Arguments
- Interview Experts
- Consult Print/On-Line Sources

Step 4: Outline the Talk
- Remember the Rule of Threes
- Select a Pattern of Arrangement
- Develop Supporting Arguments
- Suggest Introduction and Conclusion

Step 5: Consider Style
- Select Your Delivery Mode
- Modify Language for Clarity and Interest

Step 6: Deal with Visual/Audio Support
- Develop Visual Aids
- Dress for Success
- Double Check Computer/Equipment Requirements

Step 7: Plan Your Introduction
- Capture Attention
- Establish Credibility
- Preview Your Talk

Step 8: Plan Your Conclusion
- Summarize Your Main Points
- End with a Memorable Statement

Step 9: Practice Your Talk
- Welcome Your Nervousness
- Work with Multimedia
- Invite Feedback

Step 10: Present Your Speech
- Visualize Your Talk
- Enjoy the Conversation
- Thank Your Audience
Criteria Used for Evaluating Speeches

The Average Speech should meet the following criteria:
1. Conform to the kind of speech assigned;
2. Be ready for presentation on the assigned date;
3. Demonstrate the five traits of an effective communicator;
4. Conform to time limits;
5. Fulfill any special requirements of the assignment such as using visual aids, providing a videotape, and citing expert sources;
6. Have a clear specific purpose and central idea/thesis;
7. Have an identifiable introduction, body, and conclusion;
8. Show reasonable directness and competence in delivery; and
9. free of serious errors in grammar, pronunciation, and word usage.

The Above-Average Speech should meet the preceding criteria and also:
1. Deal with a challenging topic;
2. Fulfill all major functions of a speech introduction and conclusion;
3. Display clear organization of main points and supporting materials;
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency;
5. Exhibit proficient use of connectives - transitions, internal previews, internal summaries, and signposts; and
6. Be delivered skillfully enough so as not to distract attention from the speaker’s message.

The Superior Speech should meet all the preceding criteria and also:
1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience;
2. Sustain positive interest, feeling, and/or commitment among the audience;
3. Contain elements of vividness and special interest in the use of language;
4. Be delivered in a fluent, polished manner that strengthens the impact of the speaker’s message.
**Personal Report of Public Speaking Anxiety (PRPSA)**

According to James McCroskey, "This was the first scale we developed in our work on communication apprehension. It is highly reliable (alpha estimates >.90) but it focuses strictly on public speaking anxiety. Hence, we moved on to develop the PRCA and ultimately the PRCA-24. This is an excellent measure for research which centers on public speaking anxiety, but is an inadequate measure of the broader communication apprehension construct."

**Directions:** Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

- Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1 | While preparing for giving a speech, I feel tense and nervous. | 2 | I feel tense when I see the words “speech” and “public speech” on a course outline when studying. | 3 | My thoughts become confused and jumbled when I am giving a speech. | 4 | Right after giving a speech I feel that I have had a pleasant experience. | 5 | I get anxious when I think about a speech coming up. | 6 | I have no fear of giving a speech. | 7 | Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable. | 8 | I look forward to giving a speech. | 9 | When the instructor announces a speaking assignment in class, I can feel myself getting tense. | 10 | My hands tremble when I am giving a speech. | 11 | I feel relaxed while giving a speech. | 12 | I enjoy preparing for a speech. | 13 | I am in constant fear of forgetting what I prepared to say. | 14 | I get anxious if someone asks me something about my topic that I don’t know. | 15 | I face the prospect of giving a speech with confidence. | 16 | I feel that I am in complete possession of myself while giving a speech. | 17 | My mind is clear when giving a speech. | 18 | I do not dread giving a speech. | 19 | I perspire just before starting a speech. | 20 | My heart beats very fast just as I start a speech. | 21 | I experience considerable anxiety while sitting in the room just before my speech starts. | 22 | Certain parts of my body feel very tense and rigid while giving a speech. | 23 | Realizing that only a little time remains in a speech makes me very tense and anxious. | 24 | While giving a speech, I know I can control my feelings of tension and stress. | 25 | I breathe faster just before starting a speech. | 26 | I feel comfortable and relaxed in the hour or so just before giving a speech. | 27 | I do poorer on speeches because I am anxious. | 28 | I feel anxious when the teacher announces the date of a speaking assignment. | 29 | When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow. | 30 | During an important speech I experience a feeling of helplessness building up inside me. | 31 | I have trouble falling asleep the night before a speech. | 32 | My heart beats very fast while I present a speech. | 33 | I feel anxious while waiting to give my speech. | 34 | While giving a speech, I get so nervous I forget facts I really know. |
**Scoring**: To determine your score on the PRPSA, complete the following steps:

Step 1. Add scores for items 1, 2, 3, 5, 9, 10, 13, 14, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, and 34
Step 2. Add the scores for items 4, 6, 7, 8, 11, 12, 15, 16, 17, 18, 24, and 26
Step 3. Complete the following formula:
PRPSA = 72 - Total from Step 2 + Total from Step 1

Your score should be between 34 and 170. If your score is below 34 or above 170, you have made a mistake in computing the score.
High = > 131
Low = < 98
Moderate = 98-131
Mean = 114.6; SD = 17.2

**Source:**

Available at http://www.jamescmccroskey.com/measures/prpsa.htm