

**Assignment Letter / Surat Tugas**

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**Dr.Phil. Deborah N. Simorangkir, BA., MS.****Lecturing Assignment At  
SWISS GERMAN UNIVERSITY****Penugasan Perkuliahan Pada  
SWISS GERMAN UNIVERSITY**

Head of Department of Global Strategic Communications

Ketua Program Studi Komunikasi Strategis Global

**In consideration of:**

Her appointment as the Dean of Faculty of Business Administration and Humanities under agreement no. SK/001/HR/II/2021

**Mengingat:**

*Pengangkatannya sebagai Dekan Fakultas Administrasi Bisnis dan Humaniora dibawah perjanjian no. SK/001/HR/II/2021*

**And in deliberation of:**

The learning teaching activity at SWISS GERMAN UNIVERSITY; and

The need for qualified lecturers for such learning teaching university.

**Dan menimbang:**

*Kegiatan belajar mengajar di SWISS GERMAN UNIVERSITY; dan*

*Kebutuhan akan dosen-dosen yang memenuhi syarat untuk kegiatan belajar mengajar seperti itu.*

**DECREES****MEMUTUSKAN**

To assign:

Untuk menugaskan:

Name: **Dr.Phil. Deborah N. Simorangkir, BA., MS.**Nama: **Dr.Phil. Deborah N. Simorangkir, BA., MS.**

Position: Full Time Lecturer

Jabatan: Dosen Tetap

To participate on the following activity:

Untuk berpartisipasi dalam kegiatan berikut ini:

No	Activity	Organized	Period
1	Module for Subject Public Speaking	Dept. of Global Strategic Communications	Even Semester 2020-2021

The appointed shall accomplish the task in responsible ways in line with the related guidelines and other regulations given by SGU

*Pihak yang bersangkutan harus melaksanakan tugas dan tanggung jawab sebaik-baiknya, sesuai dengan petunjuk dan peraturan dari SGU.*

**Assignor/Pemberi Tugas:****Dr. Nila K. Hidayat, SE, MM.**Head of Department of Global Strategic Communications  
Ketua Program Studi Komunikasi Strategis Global



**PUBLIC SPEAKING AND PRESENTATION SKILLS**  
**COURSE MODULE**

**PREPARED BY:**

**DR. PHIL. DEBORAH N. SIMORANGKIR**

**Global Strategic Communications Study Program**

**Faculty of Business and Communication**

**2022**

## **TOPIC 1 SPEAKING IN PUBLIC**

### **PUBLIC SPEAKING & CONVERSATION**

Similarities:

- Logically organized thoughts
- Messages tailored to audience
- Stories told for maximum impact
- Feedback adapted to

Differences:

- Public speaking more highly structured
- Public speaking requires more formal language
- Public speaking requires different method of delivery

### **STAGE FRIGHT**

Anxiety over prospect of speaking in front of audience

#### **Reducing Speech Anxiety**

- Acquire experience
- Prepare, prepare, prepare
- Think positively
- Use power of visualization
- Know most nervousness is not visible
- Don't expect perfection

#### **Positive Nervousness**

Controlled nervousness that energizes speaker for presentation

## **Visualization**

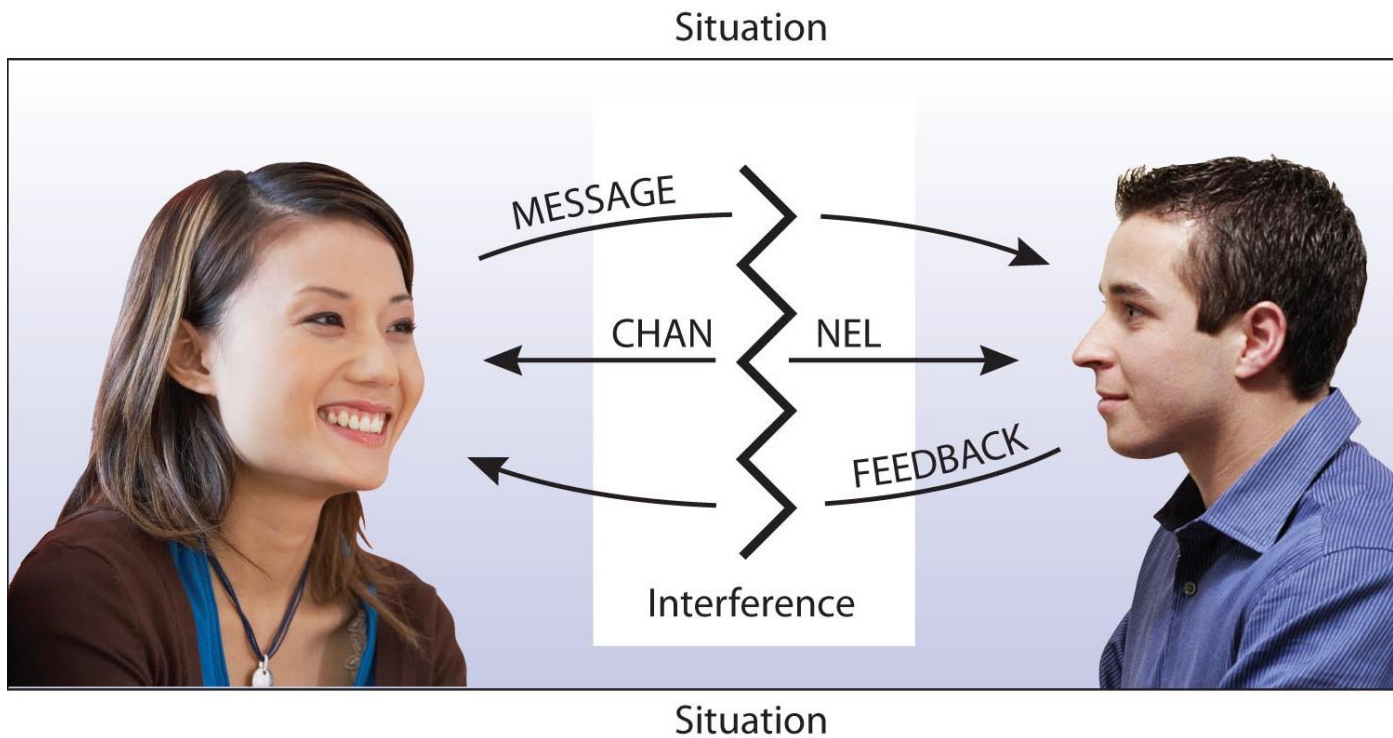
Picturing oneself giving successful presentation

## **Critical Thinking**

- Focused, organized thinking
- Involves relationships among ideas, soundness of evidence, differences between fact & opinion

## **SPEECH COMMUNICATION PROCESS**

- Speaker
- Message
- Channel
- Listener
- Feedback
- Interference
- Situation



### FRAME OF REFERENCE

Sum of person's knowledge, experience, goals, values, attitudes

- Everything filtered through listener's frame of reference
- No two people have same frame of reference

### ETHNOCENTRISM

Believing one's group or culture is superior to all other groups or cultures

### Avoiding Ethnocentrism

- Respect listeners' cultural values
- Adapt messages to expectations
- Imagine oneself in place of listeners
- Be alert to feedback
- Listeners also have to avoid ethnocentrism

## **ETHICS & PUBLIC SPEAKING**

### **Ethics**

Deals with issues of right & wrong in human affairs

### **Ethical Decisions**

Weighing potential course of action against ethical standards

### **Ethical Speaking**

Guidelines:

- Make ethically sound goals
- Be fully prepared
- Be honest
- Avoid name-calling, abusive language
- Put principles into practice

### **Name-Calling**

Using language to defame, demean, degrade individuals or groups

### **Plagiarism**

Presenting language, ideas of another as one's own

### **Types of Plagiarism**

- Global
- Patchwork
- Incremental

### **Global Plagiarism**

Stealing from single source, passing off as one's own

### **Patchwork Plagiarism**

Stealing ideas, language from two or three sources, passing off as one's own

## **Incremental Plagiarism**

Failing to give credit for parts borrowed from other sources

## **Plagiarism & Internet**

- Cite sources when using Internet materials
- Take careful notes

## **ETHICAL LISTENING**

- Speechmaking a two-way street
- Listeners have ethical obligations

Guidelines:

- Be courteous, attentive
- Avoid prejudging speaker
- Maintain free expression of ideas

## **LISTENING**

### **Hearing v. Listening**

- Hearing: Vibration of sound waves on eardrums
- Listening: Paying close attention to what we hear

### **Types of Listening**

- Appreciative
- Empathic
- Comprehensive
- Critical

### **Appreciative Listening**

Listening for pleasure, enjoyment

### **Empathic Listening**

Listening to provide emotional support for speaker

### **Comprehensive Listening**

Listening to understand message

### **Critical Listening**

Listening to evaluate message

### **POOR LISTENING**

Causes:

- Not concentrating
- Listening too hard
- Jumping to conclusions
- Focusing on delivery, appearance
- Spare "Brain Time"  
Difference between rate of talk & rate at which brain processes language

### **BETTER LISTENING**

- Take listening seriously
- Be active listener
- Resist distractions
- Don't be diverted by appearance, delivery
- Suspend judgment
- Develop note-taking skills
- Focus your listening

### **Focused Listening**

Listen for:



- main points
- evidence
- technique

TOPIC 2  
SPEECH PREPARATION 1

**SELECTING TOPIC & PURPOSE**

- Brainstorming
- Generating ideas by free association

**General Purpose**

Broad goal of speech

**Specific Purpose**

- Single infinitive phrase
- States what speaker hopes to accomplish

Guidelines:

- Full infinitive phrase
- Statement, not question
- Avoid figurative language
- Limit to one distinct idea
- Avoid being vague

**Full Infinitive Phrase**

Ineffective:

- 3-D technology

More Effective:

- To inform my audience about the three major kinds of current 3-D technology.

**Statement, Not Question**

Ineffective:

- What is Día de los Muertos?

More Effective:

- To inform my audience about the history of Mexico's Día de los Muertos celebration.

### **Avoid Figurative Lang.**

Ineffective:

- To persuade my audience that the campus policy on student parking really stinks.

More Effective:

- To persuade my audience that the campus policy on student parking should be revised to provide more spaces for students before 5 p.m.

### **One Distinct Idea**

Ineffective:

- To persuade my audience to become literacy tutors and to donate time to the Special Olympics.

More Effective:

- To persuade my audience to become literacy tutors.
- To persuade my audience to donate time to the Special Olympics.

### **Avoid Being Vague**

Ineffective:

- To persuade my audience that something should be done about unsafe school buses.

More Effective:

- To persuade my audience that the federal government should impose stronger safety standards for school buses in the United States.

### **Specific Purpose**

Questions to ask:

- Meet assignment?
- Accomplish in time allotted?
- Relevant to audience?

- Too trivial for audience?
- Too technical for audience?

### **CENTRAL IDEA**

- One-sentence statement
- Encapsulates major idea of speech

Guidelines:

- Express as full sentence
- Don't express as question
- Avoid figurative language
- Don't be vague
- Phrasing Central Idea

### **Complete Sentence**

Ineffective:

- Problems of fad diets.

More Effective:

- Although fad diets produce quick weight loss, they can lead to serious health problems by creating deficiencies in vitamins and minerals and by breaking down muscle tissue as well as fat.

### **Statement, Not Question**

Ineffective:

- What are nanorobots?

More Effective:

- Microscopic in size, nanorobots are being developed for use in medicine, weaponry, and daily life.

### **Avoid Figurative Language**

Ineffective:

- Mexico's Yucatán Peninsula is an awesome place for a vacation.

More Effective:

- Mexico's Yucatán Peninsula has many attractions for vacationers, including a warm climate, excellent food, and extensive Mayan ruins.

### **Avoid Being Vague**

Ineffective:

- Paying college athletes a monthly salary is a good idea.

More Effective:

- Because college athletes in revenue-producing sports such as football and basketball generate millions of dollars in revenue for their schools, the NCAA should allow such athletes to receive a \$300 monthly salary as part of their speeches as they move scholarships.

### **EXAMPLE OUTLINE**

- General Purpose:
  - To inform
- Specific Purpose:
  - To inform my audience of the three major races in alpine skiing.
- Central Idea:
  - The three major races in alpine skiing are the downhill, slalom, and giant slalom.
- Main Points:
  - I. The first major race in alpine skiing is the downhill.
  - II. The second major race in alpine skiing is the slalom.
  - III. The third major race in alpine skiing is the giant slalom.

### **ANALYZING THE AUDIENCE**

#### **Audience-Centeredness**

- Audience foremost in mind during speech preparation, presentation

- To whom am I speaking?
- What do I want them to know, believe, do?
- What is most effective way of accomplishing that?

### **Identification**

- Emphasizing common values, goals, experiences

### **Egocentrism**

- Tendency to be concerned with own values, beliefs, well-being

### **Demographic Analysis**

- Age
- Gender
- Religion
- Sexual orientation
- Racial, ethnic, cultural background
- Group membership

### **Stereotyping**

- Oversimplified image of group
- Done by assuming all members are alike

### **Situational Analysis**

- Size
- Physical setting
- Disposition toward topic
- Disposition toward speaker
- Disposition toward occasion

### **Attitude**

- Frame of mind in favor of, or opposed to, person, policy, belief, institution, etc.

## **GETTING AUDIENCE INFO**

Questions:

- Fixed-alternative
- Scale
- Open-ended

### **Fixed-Alternative**

- Do you know what the insanity plea is in the U.S. legal system?
- Yes
- \_\_\_\_\_
- No
- \_\_\_\_\_
- Not sure
- \_\_\_\_\_

### **Scale**

- How often do you believe the insanity plea is used in U.S. court cases?
- very
- very
- seldom
- often

### **Open-Ended**

- What is your opinion about the insanity plea in U.S. court cases?

## **ADAPTING BEFORE**

- Assess how audience will respond

- Adjust to make speech clear, convincing

#### **ADAPTING DURING**

- Adjust for unexpected circumstances
- Watch for feedback



## **TOPIC 3 SPEECH PREPARATION 2**

### **GATHERING MATERIALS**

#### **Own Knowledge**

- Drawing on personal experience

#### **Library Resources**

- Librarians
- Catalogue
- Reference works
- Newspaper & periodical databases
- Academic databases

#### **Catalogue**

- List of books, periodicals, other resources owned by library

#### **Reference Work**

- Work that synthesizes large amount of related info
- Encyclopedias
- Yearbooks
- Quotation books
- Biographical aids

#### **Databases**

- Newspaper & periodical:
  - Articles from magazines, journals, newspapers
  - Easy access to wide range of material
- Academic:
  - Articles from scholarly journals

- Best place to find scholarly research

### **Abstract**

- Summary of magazine, journal article
- Don't cite abstract alone

### **Internet Searching**

- Search engines
- Specialized resources

### **Specialized Resources**

- Virtual libraries
- Government resources
- Online encyclopedias

### **Wikipedia**

- Biggest encyclopedia ever
- Reliability comparable to traditional encyclopedias
- Good place to start, not to end

### **Evaluating Docs**

- Authorship
- Sponsorship
- Recency

### **Research Interview**

- Interview to get speech information
- Preparing Questions

Avoid:

- Questions answerable without interview

- Leading questions
- Hostile, loaded questions

### **TIPS FOR RESEARCH**

- Start early
- Think about materials
- Make preliminary bibliography
- Take notes efficiently
- Efficient Note-Taking
- Take plenty of notes
- Record in consistent format
- Make separate entries
- Distinguish direct quotations, paraphrases, own ideas

### **SUPPORTING YOUR IDEAS**

- Supporting Materials
- Examples
- Statistics
- Testimony

### **EXAMPLE**

- Specific case to illustrate idea

#### Types of Examples

- Brief
- Extended
- Hypothetical

#### **Brief Example**

- Specific case referred to in passing to illustrate point

### **Extended Example**

- Story, narrative, anecdote developed at length to illustrate point

### **Hypothetical Example**

- Example describing fictitious situation

### **Tips for Examples**

- Clarify ideas
- Reinforce ideas
- Personalize ideas
- Make vivid, richly textured
- Practice delivery to enhance
- Enhancing Ideas

## **STATISTICAL MEASURES**

- Mean
- Median
- Mode

### **Mean**

- Average value of group of numbers

### **Median**

- Middle figure in group once figures are ordered highest to lowest

### **Mode**

- Number occurring most frequently in group

### **Tips for Statistics**

- Use to quantify ideas
- Use sparingly
- Identify sources
- Explain thoroughly
- Round off
- Use visual aids if needed
- Make Stats Meaningful

### **TESTIMONY**

- Quotations or paraphrases used to support point
- Expert Testimony
- Testimony from recognized experts
- Expert Testimony
- Peer Testimony
- Testimony from ordinary people with firsthand experience, insight
- Direct Quote
- Testimony presented word for word
- Out-of-Context Quote
- Distorting statement by removing words, phrases around it
- Paraphrase
- Restating source's ideas in own words

### **TIPS FOR TESTIMONY**

- Quote, paraphrase accurately
- Use qualified sources
- Use unbiased sources
- Identify sources

## **CITING SOURCES ORALLY**

- Name of document
- Author, sponsoring organization
- Qualifications
- Date

## **ORAL CITATION**

- “Kenneth Chang, science reporter for The New York Times, reported in the paper’s March 13, 2011, issue that the recent quake in Japan widened the country by 13 feet. It also tilted the earth’s axis and shortened the day by a couple millionths of a second.”

## TOPIC 4 PREPARING YOUR CONTENT

### ORGANIZING THE SPEECH

- Strategic Organization
  - Organizing speech to achieve particular result with particular audience
  
- Main Points
  - Major points developed in body of speech
  - Most speeches have 2-5
  
- Chronological Order
  - Main points follow time pattern
    - I. Building of the Great Wall began during the Qin dynasty of 221–206 B.C.
    - II. New sections of the Great Wall were added during the Han dynasty of 206 B.C.–220 A.D.
    - III. The Great Wall was completed during the Ming dynasty of 1368–1644.
  
- Spatial Order
  - Main points follow directional pattern
    - I. At the center of a hurricane is the calm, cloud-free eye.
    - II. Surrounding the eye is the eyewall, a dense ring of clouds that produces the most intense wind and rainfall.
    - III. Rotating around the eyewall are large bands of clouds and precipitation called spiral rain bands.
  
- Causal Order
  - Main points show cause-effect relationship
    - I. The U.S. aviation system faces a growing shortage of qualified air-traffic controllers.
    - II. If this shortage continues, it will create serious problems for airline safety.
  
- Problem-Solution Order

- First main point: The problem
- Second main point: The solution
  - I. Puppy mills are a serious problem across the United States.
  - II. Solving the problem requires legislation and individual initiative.
- Topical Order
  - Main points divide topic into logical, consistent subtopics
    - I. As an entertainer, Josephine Baker captivated audiences in Europe and America.
    - II. As a spy, Baker gathered information on Nazi activities in France during World War II.
    - III. As a civil rights activist, Baker worked for racial equality on a variety of fronts.
- Tips for Main Points
  - Keep points separate
  - Try for same pattern of wording
  - Balance time devoted to each Supporting Materials

## **MATERIALS USED TO SUPPORT SPEAKER'S IDEAS**

- Connective
  - Word or phrase connecting ideas
  - Types of Connectives
- Transition
  - Internal preview
  - Internal summary
- Signpost

## **Transition**

- Indicates speaker has finished one thought & is moving to another
- "I have spoken so far of Cesar Chavez the community organizer, but it was his work as a labor leader that truly etched his name into American history."



### **Internal Preview**

- Statement in body indicating what speaker will discuss next
- “In discussing how Asian Americans have been stereotyped in the mass media, we’ll look first at the origins of the problem and second at its continuing impact today.”

### **Internal Summary**

- Statement in body summarizing preceding point(s)
- “In short, palm reading is an ancient art. Developed in China more than five thousand years ago, it was practiced in classical Greece and Rome, flourished during the Middle Ages, survived the Industrial Revolution, and remains popular today in many parts of the world.”

### **Signposts**

- Brief statement showing where speaker is, or focusing attention on key ideas
- The first cause of this problem is inefficient agricultural production.
- The second cause is recurrent drought in the affected countries.
- The final cause is mismanagement of available food resources by local leaders.

### **BEGINNING & ENDING**

- Introduction
  - Gain attention, interest
  - Reveal topic
  - Establish credibility, goodwill
  - Preview body
- Gaining Attention
  - Relate topic to audience
  - State importance of topic
  - Startle audience
  - Arouse curiosity
  - Question audience

- Begin with quotation
  - Tell story
- Credibility
  - Perception of speaker's qualifications
- Goodwill
  - Perception of whether speaker has best interests of audience in mind
- Preview Statement
  - Statement in intro identifying main points of body
- Preparing Intro
  - Be concise (10-20 percent)
  - Look for materials as you research
  - Be creative
- Finalize after body is done
  - Work out content, delivery in detail
- Conclusion
  - Signal end of speech
  - Reinforce central idea
    - Crescendo Ending
      - Building to zenith of power, intensity
    - Dissolve Ending
      - Generating emotional appeal by fading to dramatic final statement
  - Summarize speech
    - End with quotation
    - Make dramatic statement

- Refer to intro
- Preparing Conclusion
  - Look for materials while researching
  - Conclude with bang, not whimper
  - Be brief (5-10 percent)
  - Work out content, delivery in detail

## **OUTLINING THE SPEECH**

- Preparation Outline
  - Detailed outline developed during speech preparation
- Preparation Outline Contents
  - Title
  - Specific purpose
  - Central idea
  - Introduction
  - Main points
  - Subpoints
  - Connectives
  - Conclusion
  - Bibliography

## **Preparation Outline**

- Guidelines:
  - State specific purpose
  - Identify central idea
  - Label intro, body, conclusion
  - Use consistent pattern of symbolization, indentation

- State main points, subpoints in full sentences
- Label transitions, internal summaries, internal previews
- Attach bibliography
- Provide title
  
- Visual Framework
  - Symbolization & indentation showing relationships among ideas
    - I. Main Point
      - Subpoint
      - Subpoint
        - Sub-subpoint
        - Sub-subpoint
    - II. Main Point
      - Subpoint
      - Subpoint

### **Bibliography**

- List of sources used in speech preparation

### **Speaking Outline**


- Brief outline to jog memory during presentation
- Guidelines:
  - Use visual framework of preparation outline
  - Make legible
  - Keep brief
  - Include delivery cues

### **Delivery Cues**

- Directions for delivering key parts of speech

## TOPIC 5 PRESENTING THE SPEECH

### USING LANGUAGE

- Denotative Meaning
    - Literal, dictionary meaning of word or phrase
  - Connotative Meaning
    - Meaning Suggested by associations or emotions triggered by word or phrase
  - Guidelines:
    - Use language accurately
    - Use language clearly
    - Use language vividly
    - Use language appropriately
  - Imagery
    - Creating mental images of Objects, actions, ideas
  - Abstract Words
    - References to general concepts, qualities, attributes
  - Concrete Words
    - References to tangible objects
  - Abstract v. Concrete
    - Physical activity
      - Sports
      - Basketball
      - Professional basketball
      - Kobe Bryant
- Abstract
- 
- Concrete
- Creating Imagery
  - Simile
    - Comparison introduced with “like” or “as”

- “Air pollution is eating away at the monuments in Washington, D.C., like a giant Alka-Seltzer tablet.”
  - Metaphor
    - Comparison not introduced with “like” or “as”
    - “America’s cities are the windows through which the world looks at American society.”
- Rhythm
  - Pattern of sound created by choice, arrangement of words
  - Rhythm of Language
    - Parallelism
      - Similar arrangement of pair or series of related words, phrases, sentences
      - “Rich and poor, intelligent and ignorant, wise and foolish, virtuous and vicious, man and woman—it is ever the same, each soul must depend wholly on itself.”
- Repetition
  - Reiterating same word or set of words
  - Located at beginning or end of successive clauses, sentences
  - “If not now, when? If not us, who? If not together, how?”
- Alliteration
- Repeating initial consonant in close or adjoining words
  - “Nothing great is accomplished without cooperation, compromise, and common cause.”
- Antithesis
  - Juxtaposition of ideas, usually in parallel structure
  - “Ask not what your country can do for you; ask what you can do for your country.”
- Appropriate Language
  - Occasion
  - Audience
  - Topic
  - Speaker

- Inclusive Language
  - Does not stereotype, demean on basis of gender, race, religion, disability, sexual orientation, etc.
  - Avoid generic “he”
  - Avoid “man” when referring to men & women
  - Avoid stereotyping jobs, social roles by gender
  - Use names groups use to identify themselves
- Avoid Generic “He”
  - Ineffective:
    - Each time a surgeon walks into the operating room, he risks being sued for malpractice.
  - More Effective:
    - Each time a surgeon walks into the operating room, he or she risks being sued for malpractice.
- Avoid Generic “Man”
  - Ineffective:
    - If a large comet struck the Earth, it could destroy all of mankind.
  - More Effective:
    - If a large comet struck the Earth, it could destroy all human life.
- Avoid Stereotyping
  - Ineffective:
    - Being a small businessman in the current economic climate is not easy.
  - More Effective:
    - Being a small businessperson in the current economic climate is not easy.
- Use Self-Identifiers
  - Ineffective:
    - The Paralympics show what handicapped people can accomplish in the athletic arena.
  - More Effective:

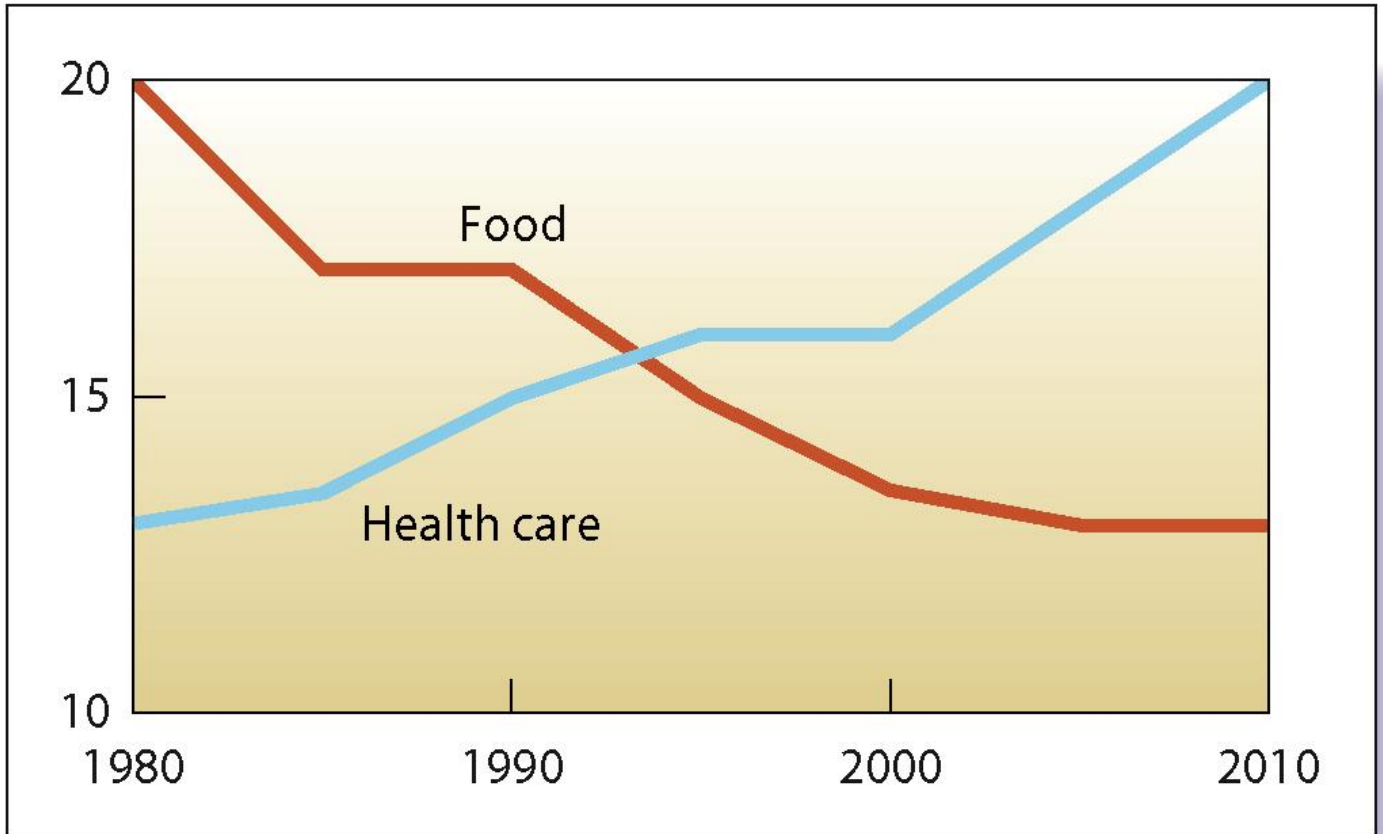
- The Paralympics show what people with disabilities can accomplish in the athletic arena.

## USING VISUAL AIDS

- Visual Aid Advantages
  - Clarity
  - Interest
  - Retention
  - Credibility
  - Persuasiveness
- Kinds of Visual Aids
  - Objects & models
  - Photos & drawings
  - Graphs
  - Charts
  - Video
  - The speaker
  - PowerPoint
- Photos & Drawings
  - Enlarge for audience
  - Avoid passing
  - Display with PowerPoint
- Graphs
  - Show statistical trends & patterns
  - Line Graph
    - Uses one or more lines to show changes over time
    -



# Percentage of Personal Spending



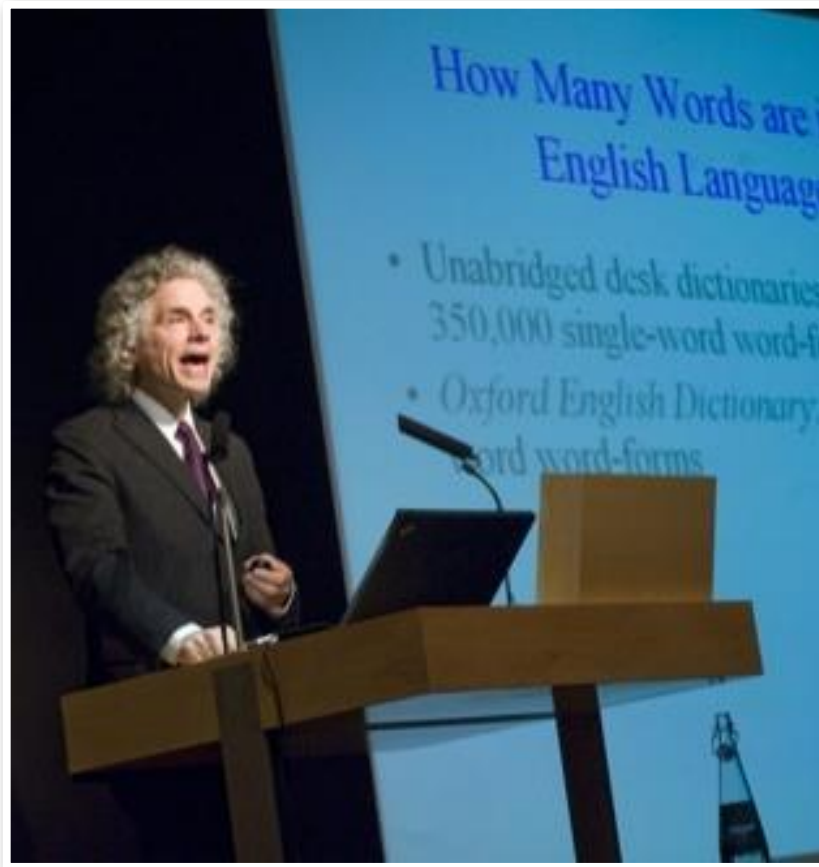
- Pie Graph
  - Highlights segments of circle to show distribution patterns
  
- Bar Graph
  - Uses vertical or horizontal bars to show comparisons
  
- Charts
  - Summarize large block of info, usually as list

<b>Region of Birth</b>	<b>Percent of U.S. Immigrants</b>
Asia	36 percent
Mexico	14 percent
Europe	11 percent
Caribbean	11 percent
South America	10 percent
Africa	9 percent
Central America	5 percent
Other	4 percent

- Help listeners visualize info
- Show steps of process
- Keep simple & clear
- Video
  - Keep short
  - Cue to start of clip
  - Integrate smoothly
  - Avoid low-resolution
- The Speaker
  - Use body to demonstrate procedure
  - Practice to coordinate words & actions



- PowerPoint
  - Combines several audio-visual materials



- Use strategically
  - Use to enhance specific points
  - Don't overpower presentation
  - Don't read from screen
- Preparing Visual Aids
    - Prepare well in advance
    - Keep simple
    - Make large enough
    - Limit amount of text
    - Use fonts effectively
    - Use color effectively
    - Use images strategically
      - Limited Text
    - Effective Fonts

- Clear, easy to read
- Normal case

## Ineffective

**Blackmoor**

Bradley Hand

**Cracked**

ECCENTRIC

Handwriting

**ROSEWOOD**

SchoolHouse

*Snell Roundhand*

## More Effective

Arial

Baskerville

Cambria

Courier

Gill Sans

Optima

Times New Roman

Verdana

- Two per slide
- Standardized across slides
- Properly sized titles, body text
- Effective Fonts
- Effective Colors
  - High contrast
  - Easy to see
  - Limited number
  - Consistent across slides
- Strategic Images
  - Large enough
  - High-resolution

- Clear, simple
- Title included on slide
- Presenting Visual Aids
  - Display where listeners can see
  - Avoid passing
  - Display only while discussing
  - Explain clearly, concisely
  - Talk to audience, not to visual aid
  - Practice with visual aids
  - Check room & equipment

## TOPIC 6 DELIVERY TECHNIQUES

- **Nonverbal communication**
  - Based on use of voice, body.
  
- **Methods of delivery**
  - Manuscript
  - Memory
  - Impromptu
  - Extemporaneous
  
- **Manuscript**
  - Written out fully
  - Read to audience
  
- **Impromptu**
  - Little or no immediate preparation
  
- **Extemporaneous**
  - Carefully prepared & rehearsed
  - Presented from brief notes
  
- **Conversational quality**
  - Sounds spontaneous no matter how often rehearsed
  
- **Speaker's voice**
  - Sounds spontaneous no matter how often rehearsed
  
- **Volume**
  - Loudness or softness of voice

- **Pitch**
  - Highness or lowness of voice
  
- **Rate**
  - Speed at which person speaks
  
- **Pauses**
  - Momentary break in vocal delivery
  
- **Vocalized pauses**
  - When speaker says “uh,” “er,” “um,” etc.
  
- **Vocal variety**
  - Changes in rate, pitch, volume
  - Gives voice expressiveness
  
- **Pronunciation**
  - Accepted standard of sound, rhythm in given language
  
- **Articulation**
  - Physical production of speech sounds
  
- **Dialect**
  - Variety of language distinguished by accent, grammar, vocabulary
  
- **Speaker’s body**
  - Personal appearance
  - Movement
  - Gestures
  - Eye contact



- **Kinesics**
  - Study of body motions as mode of communication
  
- **Practicing delivery**
  - Go through prep. outline aloud
  - Prepare speaking outline
  - Practice speech aloud
  - Polish, refine delivery
  - Give dress rehearsal
  
- **Preparing Q&A**
  - Formulate answers to possible questions
  - Practice delivery of answers
  
- **Managing Q&A**
  - Approach with positive attitude
  - Listen carefully
  - Direct answers to entire audience
  - Be honest, straightforward
  - Stay on track

**TOPIC 7**  
**THE INFORMATIVE SPEECH**

**INFORMATIVE SPEECH**

Designed to convey knowledge, understanding

- Objects
- Processes
- Events
- Concepts

**Objects**

Anything visible, tangible, stable in form

**Object speech**

- I. The base of the St. Louis Arch houses a visitor's center with a museum, two movie theaters, and retail outlets.**
- II. The middle of the St. Louis Arch contains a high-speed tram that carries visitors from the base to the top.**
- III. The top of the St. Louis Arch has an observation deck 630 feet above the ground.**

**Process**

Systematic series of actions leading to specific result

## Process speech

- I. Many magic tricks rely on mechanical devices that may require little skill by the magician.
- II. Other magic tricks depend on the magician's skill in fooling people by sleight-of-hand manipulation.

## Event

Anything that happens or is regarded as happening

## Event speech

- I. The parades are lavish events that take place over the course of several weeks.
- II. The costumes include disguises, medallions, and the Mardi Gras colors of purple, green, and gold.
- III. The food features Cajun and Creole dishes common to southern Louisiana.

## Concept

Belief, theory, idea, notion, principle, etc.

## Concept speech

- I. The first major principle of nonviolent resistance is that social change must be achieved by moral means.
- II. The second major principle of nonviolent resistance is that one should not inflict violence on one's enemies.
- III. The third major principle of nonviolent resistance is that suffering can be a powerful social force.

## **Informative speech**

Guidelines:

- Don't overestimate what audience knows
- Relate subject to audience
- Don't be too technical

## TOPIC 8 THE PERSUASIVE SPEECH

### METHODS OF PERSUASION

### METHODS OF PERSUASION

- Building credibility
- Using evidence
- Reasoning
- Appealing to emotions

### CREDIBILITY

Perception of speaker's competence & character

#### **Ethos**

Aristotle's name for credibility

#### **Types of Credibility**

- Initial: before speech
- Derived: produced during speech
- Terminal: at end of speech

#### **Enhancing Credibility**

- Explain competence
- Establish common ground
- Speak expressively, with conviction

#### **Logos**

- Aristotle's name for logical appeals
- Evidence & reasoning

### EVIDENCE

Supporting materials used to prove or disprove something

Tips for Evidence:

- Use specific evidence
- Use novel evidence
- Use credible evidence
- Make clear point of evidence

## **REASONING**

Drawing conclusion based on evidence

Types of Reasoning:

- Specific instances
- Principle
- Causal
- Analogical

### **Specific Instances**

Moving from particular facts to general conclusion

“My P.E. course last term was easy. My roommate’s P.E. course was easy.  
My brother’s P.E. course was easy.  
Therefore, P.E. courses are easy.”

- Avoid hasty generalizations
- Qualify argument when necessary
- Reinforce argument with statistics, testimony

### **Reasoning from Principle**

Moving from general principle to specific conclusion

Major Premise: “All people are mortal.”

Minor Premise: “Socrates is a person.”

Conclusion: "Therefore, Socrates is mortal."

- Use major premise listeners will accept
- Provide evidence for minor premise

### **Causal Reasoning**

Establishing relationship between causes & effects

"Because that patch of ice was there, I fell and broke my arm."

- Avoid fallacy of false cause
- Do not assume events have only one cause

### **Analogical Reasoning**

- Comparing two similar cases
- What is true for first case is also true for second
- Cases must be essentially alike

"If you're good at tennis, you will probably be good at Ping-Pong."

Fallacies

- Hasty generalization
- False cause
- Invalid analogy
- Bandwagon
- Red herring
  
- Ad hominem
- Either-or
- Slippery slope
- Appeal to tradition
- Appeal to novelty

### **Hasty Generalization**

Jumping to conclusion based on insufficient evidence

“Throughout American history, military leaders have always made excellent Presidents. Look at the examples of George Washington, Andrew Jackson, and Dwight Eisenhower.”

### **False Cause**

Mistakenly assuming that because one event follows another, first event causes second

“When a team from the NFC wins the Super Bowl, economic growth during the next year is stronger than when a team from the AFC wins the Super Bowl. Therefore, if we want economic growth, we should root for a team from the NFC to win this year’s Super Bowl.”

### **Invalid Analogy**

Two cases being compared not essentially alike

“Employees are like nails. Just as nails must be hit on the head to get them to work, so must employees.”

### **Bandwagon**

Because something is popular, it is good or correct

“The governor must be correct in his approach to social policy; after all, the polls show that 60 percent of the people support him.”

### **Red Herring**

Irrelevant issue diverting attention from actual subject

“How dare my opponents accuse me of political corruption at a time when we are working to improve the quality of life for all people in the United States.”

### **Ad Hominem**

Attacking person rather than dealing with real issue

“The head of the commerce commission has a number of interesting economic proposals, but let’s not forget that she comes from a very wealthy family.”



## **Either-Or**

Forcing choice between two alternatives when more than two exist

“The government must either raise taxes or eliminate services for the poor.”

## **Slippery Slope**

Assuming first step will lead to later steps that can't be prevented

“Now that the TSA is allowed to use full body scanners and invasive pat-downs before letting us through security, it's only a matter of time before they strip-search every man, woman, and child who wants to fly on a plane.”

## **Appeal to Tradition**

Assuming something old is automatically better than new

“I don't see any reason to abolish the electoral college. It has been around since the adoption of the U.S. Constitution in 1787, and we should keep it as long as the United States continues to exist.”

## **Appeal to Novelty**

Assuming something new is automatically better than old

“Our church should adopt the 2011 New International Version of the Bible because it is 400 years newer than the King James Version.”

## **Emotional Appeals**

Appeals intended to evoke sadness, anger, happiness, pride, etc.

## **PATHOS**

Aristotle's name for emotional appeal

Appealing to Emotions

- Use emotional language
- Develop vivid examples
- Speak with sincerity, conviction

Ethical Emotional Appeals

- Make appropriate to topic
- Don't substitute for evidence, reasoning

**TOPIC 9**  
**SPEAKING ON SPECIAL OCCASIONS**

**SPECIAL OCCASIONS SPEECHES**

- Introduction
- Presentation
- Acceptance
- Commemoration

**INTRODUCTION**

- Speech introducing main speaker to audience
- Brief
- Accurate
- Adapted to occasion, audience
- Builds sense of anticipation

**PRESENTATION**

Speech presenting gift, award, some recognition

**ACCEPTANCE**

- Speech giving thanks for gift, award, recognition

**COMMEMORATION**

Speech paying tribute to person, group, institution, idea

- Inspire audience
- Heighten appreciation
- Adjust content, delivery to fit situation
- Use language creatively

**TOPIC 10**  
**SPEAKING IN SMALL GROUPS**

**SMALL GROUP**

3-12 people assembled for specific purpose

### **PROBLEM SOLVING GROUP**

Formed to solve problem

### **LEADERSHIP**

Influencing group to help achieve goals

### **GROUP LEADERS**

- Implied
- Emergent
- Designated

### **IMPLIED LEADER**

Member to whom others defer because of rank, expertise

### **EMERGENT LEADER**

Member who emerges as leader during deliberations

### **DESIGNATED LEADER**

Member elected or appointed as leader

### **GROUP NEEDS**

- Procedural
- Task
- Maintenance

### **PROCEDURAL NEEDS**

Routine “housekeeping” actions necessary for conducting group business

### **TASK NEEDS**

Substantive actions necessary for group to complete task

## **MAINTENANCE NEEDS**

Communicative actions that maintain relations in group

## **GROUP RESPONSIBILITIES**

- Commit to group goals
- Fulfill individual assignments
- Avoid interpersonal conflicts
- Encourage full participation
- Keep discussion on track

## **HIDDEN AGENDA**

Unstated individual goals that may conflict with group goals

## **REFLECTIVE THINKING METHOD**

Five-step method for directing discussion

- Define problem
- Analyze problem
- Establish criteria for solutions
- Generate potential solutions
- Select best solution

## **QUESTION OF POLICY**

Whether specific course of action should or should not be taken

## **DISCUSSION QUESTIONS**

### **Guidelines:**

- Make clear, specific
- Phrase to allow for many answers
- Avoid biased questions
- Pose single question

**CLEAR AND SPECIFIC**

Ineffective: What should be done about fraudulent charities?

More Effective: What should the government do to control the activities of fraudulent charities?

**ALLOW MANY ANSWERS**

Ineffective: Should the city build a new elementary school?

More Effective: What steps should the city take to deal with increasing enrollment in the elementary schools?

**AVOID BIAS**

Ineffective: How can we keep the campus bookstore from ripping off students?

More Effective: What changes, if any, should be made in the pricing policies of the campus bookstore?

**POSE SINGLE QUESTION**

Ineffective: **What revisions should the college consider in its admissions requirements and in its graduation requirements?**

More Effective: **What revisions should the college consider in its admissions requirements?**

More Effective: **What revisions should the college consider in its graduation requirements?**

### **CONSENSUS**

Decision acceptable to all members

### **RECOMMENDATIONS**

- Oral report
- Symposium
- Panel

### **ORAL REPORT**

Speech presenting group's findings, decisions, etc.

### **SYMPOSIUM**

Public presentation in which people give speeches on different aspects of topic

### **PANEL DISCUSSION**

Structured conversation among people in front of audience

## **REFERENCE**

Lucas, SE. McCartney, G. (2015). *The Art of Public Speaking* (12th ed.). New York: McGraw-Hill.



# Public Speaking and Presentation Skills Rubric

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Type of Speech \_\_\_\_\_

Circle one number (1-5) for each category. Add the total and divide by 13 / 14 for an average.

## **Content**

		High		Average		Low
1	Selects a topic appropriate to the audience and occasion.	5	4	3	2	1
2	Formulates an introduction that orients audience to topic and speaker.	5	4	3	2	1
3	States the purpose.	5	4	3	2	1
4	Uses an effective organizational pattern.	5	4	3	2	1
5	Supports ideas.	5	4	3	2	1
6	Incorporates stories and examples.	5	4	3	2	1
7	Develops a conclusion that reinforces the thesis and provides psychological closure.	5	4	3	2	1

## Delivery

		High		Average		Low
8	Demonstrates awareness of listener's needs.	5	4	3	2	1
9	Speaks clearly with appropriate vocabulary and information.	5	4	3	2	1
10	Uses tone, speed, and volume as tools.	5	4	3	2	1
11	Demonstrates complexity of vocabulary and thought.	5	4	3	2	1
12	Appears comfortable with audience.	5	4	3	2	1
13	Demonstrates nonverbal behavior that supports the verbal message.	5	4	3	2	1

<b>14</b>	Skillfully makes use of visual aids	5	4	3	2	1
<b>Grand total</b>						
<b>Average</b>						

*Visual aids (when applicable)*

## Explanation of Rubric

Score on a scale of 5  $\longleftrightarrow$  to 1

Below are descriptions of some of the range. A score of 4 or 2 are in the middle. For #3, for example, a “4” would be “somewhat” clear; a “2” would be somewhat evident but not entirely.

Content

1. Selects a topic appropriate to the audience and occasion.

Points      Criteria

<b>5</b>	Topic engages audience; topic is worthwhile, timely, and presents new information to the audience.
<b>3</b>	Topic is untimely or lacks originality; provides scant new information to audience.
<b>1</b>	A single topic cannot be deduced.

2. *Formulates an introduction that orients audience to topic and speaker.*

Points      Criteria

<b>5</b>	Excellent attention getter; firmly establishes credibility; sound orientation to topic; clear thesis; preview of main points cogent and memorable.
<b>3</b>	Attention getter is mundane; somewhat develops credibility; awkwardly composed thesis; provides little direction for audience.

<b>1</b>	No opening technique; no credibility statement; no background on topic; no thesis; no preview of points.
----------	--

*3. States the purpose.*

Points	Criteria
<b>5</b>	The purpose is clear and captures the listener's attention.
<b>3</b>	The purpose is apparent.
<b>1</b>	The purpose is not evident.

*4. Uses an effective organizational pattern.*

Points	Criteria
<b>5</b>	Very well organized; main points clear, mutually exclusive and directly related to thesis; effective transitions and signposts.
<b>3</b>	The organization of the content is congruent; transitions are evident.
<b>1</b>	No organizational pattern; no transitions; sounded as if information was randomly presented.

*5. Supports ideas.*

Points	Criteria
<b>5</b>	Important details add to the interest and depth of the presentation; detailswork to connect the listener to the speech.
<b>3</b>	The speaker provides the basic details necessary for the listener tounderstand the premise of the presentation.
<b>1</b>	The majority of ideas are unsupported by additional information orexplanation.

*6. Incorporates stories and examples.*

Points	Criteria
<b>5</b>	Relevant examples or stories work to interest the listener and further develop main ideas.
<b>3</b>	Stories and examples obviously relate to the content of the speech.
<b>1</b>	Stories and examples are missing or unrelated.

**7. Develops a conclusion that reinforces the thesis and provides psychological closure.**

Points	Criteria
<b>5</b>	Provides a clear and memorable summary of points; refers back to thesis/ big picture; ends with strong clincher or call to action.
<b>3</b>	Provides some summary of points; no clear reference back to thesis; closing

	technique can be strengthened.
1	The speech ends abruptly without a summary or closure.

Delivery

8. *Demonstrates awareness of listener’s needs.*

Points	Criteria
5	The choices of language, examples, and aids work together to heighten the listener’s interest and connection to the topic.
3	The speaker’s word choices, explanations, and enthusiasm are appropriate for the topic and for each point; appropriate aids are incorporated.
1	The presentation is uninteresting.

9. *Speaks clearly with appropriate vocabulary and information.*

Points	Criteria
5	The vocabulary is descriptive and accurate, engaging the listener through imagery.
3	The vocabulary provides clarity and avoids confusion.
1	The vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand.

10. *Uses tone, speed, and volume as tools.*

Points	Criteria
5	The speaker manipulates tone, speed, and volume, using these tools to emphasize important ideas and hold the listener’s attention.
3	The speaker avoids distracting vocal fillers or physical mannerisms and uses adequate speed and volume throughout the presentation.
1	Vocal fillers are present throughout the presentation. Speed and volume are inappropriate for the presentation.

11. *Demonstrates complexity of thought and vocabulary.*

Points	Criteria
5	Variation of sentence structure and word choice works to keep the listener interested and provides multiple examples and descriptions.
3	Sentence structure and word choice are varied to avoid monotony of tone and repetition of ideas.
1	Sentence structure and word choice are monotonous and uninteresting.

*12. Appears comfortable with audience.*

Points	Criteria
5	Eye contact, interaction with aids, and physical gestures demonstrate the speaker's energy and interest, guiding the listener through the presentation.
3	Eye contact, interaction with aids, and physical gestures are natural and fluid.
1	Eye contact with the audience is lacking. Gestures are missing or awkward. The speaker depends heavily on the written speech or notes.

*13. Demonstrates nonverbal behavior that supports the verbal message.*

Points	Criteria
5	Posture, gestures, facial expression and eye contact well developed, natural, and display high levels of poise and confidence.
3	Some reliance on notes, but has adequate eye contact, generally avoids distracting mannerisms.
1	Usually looks down and avoids eye contact; nervous gestures and nonverbal behaviors distract from or contradict the message.

**Visual aids (when applicable)**

*14. Skillfully makes use of visual aids.*

Points	Criteria
5	Exceptional explanation and presentation of visual aids; visuals provide powerful insight into speech topic; visual aids of high professional quality.
3	Visual aids were generally well displayed and explained; minor errors present in visuals.
1	Use of the visual aids distracted from the speech; visual aids not relevant; visual aids poor professional quality.