
TEACHING PUBLIC SPEAKING

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INTRODUCTORY ESSAY

Speech, rhetoric, and communications courses have been a staple in American colleges and universities for decades. During the last century, the Speech Communication Association (now the National Communication Association) was founded, speech and rhetoric departments (now communication studies departments) became recognized at colleges and universities, and academic journals that feature research on teaching speech, rhetoric, and communication were founded.

In 1925, *The Speech Teacher* (now *Communication Education*) began publishing articles about the effective teaching of speech and rhetoric. As speech and rhetoric courses began to grow in demand and popularity during the 20th century, more formal ways to teach public speaking were developed and the course underwent a name change from speech and rhetoric to public speaking or oral communication. The work of such communication scholars as James McCroskey, Pamela Cooper, Cheri Simonds, Sherry Morreale, and Joseph Valenzano has provided scholarly and practical findings about how to teach public speaking and train graduate teaching assistants to teach public speaking with excellence. The basic public speaking course is perhaps the most original and most enduring pedagogical element in the communication discipline (Valenzano, Wallace, & Morreale, 2014).

During the 21st century, as the demand for enrollment in public speaking courses continued to grow, so did the demand for instructional resources to teach the course. The Basic Course Division of the National Communication Association is one of the association's largest divisions and offers several instructional resources for teaching and training in public speaking. In 2018, *Communication Pedagogy* launched its first issue to continue the scholarly conversation about teaching such communication courses as public speaking.

The knowledge and skills taught in a public speaking course are critical to students' future personal and professional success. Morreale, Valenzano, and Bauer (2017) found that the public speaking course develops the whole person, enhances students' ability to be responsible participants in the world, improves their organizational processes and organizational lives, and improves their interpersonal communication and relationships.

Because its primary goal is to teach oral communication, written communication, and critical thinking skills, public speaking is typically a general education requirement is often referred to as the "bread-and-butter" course of the communication department. This article offers a time-tested syllabus for both new and veteran instructors' use in teaching public speaking.

The COM 123 *Public Speaking* syllabus offers a course description, course objectives, course assignments, weekly schedule, course assessments, and course policies for a freshman-level public speaking course. In

order to acclimate students to the idea of speaking out loud in front of their peers, assignments begin with brief, informal speeches that build up to longer and more formal speeches that count for more points.

As a social constructivist, I organized this syllabus with classroom discussion and activities in mind. Several discussion starters and activities are referenced in the weekly schedule. Wesp, Kash, Sandry, and Patton (2013) recommend that instructors provide clear information about classroom behavior in their syllabi. As such, this public speaking syllabus includes several course policies (e.g., phone use, classroom decorum) that promote a supportive classroom behavior where students can express their ideas and opinions about current issues.

This course is designed to teach the theory and practice of basic principles of public speaking, with emphasis on the compositional and presentational aspects of communication in formal speaking situations. After completing this course, students should be able to:

- **Demonstrate** excellence in oral and written communication.
- **Organize** and deliver speeches that are appropriate for the audience and occasion.
- **Utilize** research skills to locate, evaluate, and cite credible research sources.
- **Critically** analyze public messages about current issues.
- **Engage** in thoughtful reflection and dialogue with a group.
- **Work** effectively with a team to solve problems.
- **Listen** to messages actively, evaluate them thoughtfully, and respond mindfully.
- **Demonstrate** self-awareness and intercultural awareness.
- **Use** vocal variety and physical behaviors that engage the interest of an audience.
- **Thoughtfully** compose and critically evaluate written and spoken messages.

In COM 123, more than half of the grade is determined by the quality of speeches. Sixty percent of the course grade is determined by students' ability to present three well researched and organized speeches: the informative speech, the persuasive speech, and a parliamentary debate. The informative speech is a 5-7 minute speech, in which each student informs the audience about any topic that is relevant to the audience. In this case, I have encouraged students to inform the audience about a person. The persuasive speech is a 7-9 minute speech, in which each student proposes several practical solutions to a significant social problem. The declamation speech, delivered dramatically by the speaker, is a 3-5 minute speech based on an already famous speech.

Finally, the parliamentary debate is a 30-40 minute debate in which a two-person team represents each side of an issue. Each of the four debaters speaks for about seven minutes, delivering both a constructive speech and a cross-examination of the opposing team. Jensen and Williams (1998) describe parliamentary debate as one of the most effective assignments in a public speaking course. Debate not only promotes

all of the objectives of the public speaking course, it challenges students to think critically, think on their feet, and to engage in group decision-making. As with all of the assignments, this syllabus provides a clear description of the debate assignment, along with the ways in which it is assessed.

A printed copy of each student's speech outline and a bibliography is required at the beginning of the speech. Students are expected to integrate credible news sources and/or scholarly sources into their outlines and bibliographies.

Because critical thinking is such an important component of the course, students are required to submit several written critiques. In the critiques, students are to evaluate their own speech performances, as well as the performances of others.

Students are expected to write a self-critique and a peer critique of an assigned partner following each of the speeches in the class. In addition to evaluating oneself and a classmate, students are also required to critique outside speakers (e.g., Ted Talks). Textbook terms must be cited in this critique.

In order to prepare students to write effective critique papers, we typically watch a speech together in class and verbally critique the speaker's performance, based on the speech grading rubric from the syllabus and concepts we have learned from the textbook. During this activity, it is helpful to provide a copy of the speech grading rubric and to make sure that students critique all categories (e.g., research, organization, delivery) of the speech performance.

Public speaking courses are typically kept small, allowing students and instructors to engage in a dialogue about the preparation and delivery of a quality speech. The classroom climate is highly interactive and students' attendance and participation counts for 20% of the course grade. Students are responsible for engaging in thoughtful and sophisticated discussion about the textbook readings, along with the news and/or scholarly research they are conducting for their speeches.

On certain days in the schedule, about one week before speeches begin, students are required to print out and bring a copy of two credible news and/or scholarly articles that support their speech topic. On these days, each student is expected to summarize each article, orally in class, carefully selecting a phrase or two from each article that he or she may cite during the delivery of the speech. Students lead the discussion on most days. Due to the fact that news articles comprise much of the research cited in the speeches, current issues and news headlines are a frequent topic of discussion.

Speeches are graded using the grading rubric, found in the course packet that supplements the syllabus. This evaluation form is adapted from the National Communication Association's conceptual model for teaching and evaluating undergraduate public speeches and is published in Sherwyn Morreale's (2010) book entitled *The Competent Public Speaker*. Evaluation categories for the speeches in the COM 123 course are:

1. **Selected** and narrowed a topic appropriately for the topic, audience, and occasion.
2. **Developed** a thesis statement and organizational pattern appropriate for topic, audience, and occasion.
3. **Assembled** and cited effective and sufficient supporting materials.

4. **Used** verbal and nonverbal behaviors to communicate the message effectively.
5. **Used** language that was appropriate for the topic, audience, and occasion.

These spoken assignments help to achieve several of the student learning outcomes that are integral to any public speaking course. Students who successfully complete the public speaking assignments (e.g., informative, persuasive, and debate) meet the desired student learning outcomes of being able to:

- **Demonstrate** excellence in oral communication.
- **Organize** and deliver speeches that are appropriate for the audience and occasion.
- **Utilize** research skills to locate, evaluate, and cite credible research sources.
- **Critically** analyze public messages about current issues.
- **Engage** in thoughtful reflection and dialogue with a group.
- **Work** effectively with a team to solve problems.
- **Listen** to messages actively, evaluate them thoughtfully, and respond mindfully.
- **Demonstrate** self-awareness and intercultural awareness.
- **Use** vocal variety and physical behaviors that engage the interest of an audience.
- **Thoughtfully** compose and critically evaluate spoken messages.

Written assignments are graded using the evaluation criteria and rubrics detailed in the course packet. Speech outlines, bibliographies, self-critique papers, peer critique papers, and Ted Talk critique papers comprise the writing assignments of this public speaking course. Effective written preparation typically results in the delivery of an effective speech. As such, written assignments are formative assessments that help students to perform well in a summative assessment, such as a speech or debate.

These written assignments help to achieve several of the student learning outcomes that are essential to the public speaking course. Students who successfully complete the written assignments (e.g., self-critique, peer critique, Ted Talk critique, and outlines) meet the desired student learning outcomes of being able to:

- **Demonstrate** excellence in written communication.
- **Organize** speeches that are appropriate for the audience and occasion.
- **Utilize** research skills to locate, evaluate, and cite credible research sources.
- **Critically** analyze public messages about current issues.
- **Listen** to messages actively, evaluate them thoughtfully, and respond mindfully.

- **Demonstrate** self-awareness and intercultural awareness.
- **Thoughtfully** compose and critically evaluate written and spoken messages.

NEW SPIN ON THE PUBLIC SPEAKING COURSE

This syllabus incorporates a Ted Talk Critique, which is a new and innovative way for students to practice critical thinking and evaluation of a public speaking environment. For this assignment, students are asked to critique a Ted Talk and post their critique to the discussion board on blackboard. Then, they are to download their partner's Ted Talk critique from blackboard, watch it, and provide a critique of that Ted Talk. This assignment exposes students to some of the best public speakers in the world and also engages them in a team activity with one of their classmates.

FOCUS ON CRITICAL THINKING

This public speaking course is different in that it aggressively integrates the critical thinking learning outcome into the assignments, grading, and classroom discussion. For example, students are challenged to talk about current news topics in class and to interrogate the validity and reliability of persuasive claims. Students also receive thorough instruction about the role of critical thinking in audience analysis, listening, and group dialogue. Students' ability to critically reflect on their own speech performance, as well as the speech performance of others, are key components of this course as well. This course, typically a general education requirement, clearly meets the goal of improving students' ability to think critically.

PUBLIC SPEAKING ANXIETY

Public speaking instructors are all too familiar with teaching students who experience anxiety. Even the most skilled instructors experience challenges with developing reliable methods to allay students' fear of public speaking.

Each semester, during the first few weeks of class, I try to get the students talking in brief, less intimidating speeches such as a self-introduction, the introduction of a classmate, and talking about a research article that they bring to class. I also try to get to know each one of them in a casual, one-on-one chat before or after class. Ellis (1995) found that public speaking teachers' use of verbal immediacy is positively correlated with anxiety decrease for highly apprehensive students. By being approachable and using verbal immediacy during class, I have been able to encourage students to speak with me after class and get to know me. As students begin to visit me during office hours, and speak with me informally, I have observed a decrease in their public speaking anxiety. This syllabus allows extra time almost every day for informal discussion to occur before, during, and after class.

REFLECTIONS FROM A VETERAN SPEECH INSTRUCTOR

After an instructor, like me, has taught a course over 100 times during a 25 year span, she or he is undoubtedly looking for some fresh and creative ways to teach the course. Integrating variety into the public speaking course has kept me on my toes for years. Students love it when they can tell I have

prepared a special experience for them, something that takes them beyond what they may get from simply reading the textbook or attending class and sitting through lectures.

My background in communication and student development has prepared me to notice the signs of boredom in both myself and in my students. I've learned to adapt immediately when I see that glazed-over look in their eyes. During class, I ask them to tell me what the most important news headlines of the day are. I ask them to print and bring in news articles about their topics, and to talk about them, which engages everyone in the room in a low-stakes talk. I ask them to tell me how their speech preparations are going. I ask them about the weather, pop culture, sports, and any other topic that will get them to loosen up. Instructors who invite a personal connection with their students will make more of an indelible impression than a textbook ever will.

Attend any panel offered by the Basic Course Division at the National Communication Association convention and you will find any number of practical suggestions about ways to arrange your public speaking course. Integrating new instructional tools and technologies, often a topic of discussion at the convention, can be useful if an instructor clearly describes the purpose and use of any technology in the classroom.

When Ted Talks became available at *ted.com* in 2006, public speaking instructors gained an additional resource, besides *americanrhetoric.com*, to expose their students to world-renowned, speakers. This syllabus requires students to watch and evaluate Ted Talks. Some instructors have even gone a step further, challenging their students to make their own Ted Talks and upload them to *youtube* or another digital location to see how many views they can get. I have not ventured into this territory yet, but actively support instructors who do!

CONCLUSION

After having taught public speaking for over 25 years, I can say that, when done well, it is a thrilling experience to see students find their voice and overcome public speaking anxiety. The skills learned in a public speaking course are critical to students' future personal and professional success. Crafting a public speaking syllabus can be useful for any instructor who wishes to promote the valuable academic skills of oral communication, written communication, and critical thinking skills in their students.

REFERENCES

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Valenzano, J., Wallace, S., & Morreale, S. (2014). Consistency and change: The (r)evolution of the basic communication course. *Communication Education*, 63(4), 355-365.

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SYLLABUS: PUBLIC SPEAKING

COURSE DESCRIPTION:

Theory and practice of basic principles of public speaking, with emphasis on the compositional and presentational aspects of communication in formal speaking situations.

"No art has done more for society or yielded greater rewards than oratory." – Cicero

REQUIRED READING:

Lucas, S. E. (2012). *The Art of Public Speaking*. 11th edition. New York, NY: McGraw Hill.

COURSE OBJECTIVES:

The objectives of this course are to help students:

- **Demonstrate** excellence in oral and written communication.
- **Organize** and deliver speeches that are appropriate for the audience and occasion.
- **Utilize** research skills to locate, evaluate, and cite credible research sources.
- **Critically** analyze public messages about current issues.
- **Engage** in thoughtful reflection and dialogue with a group.
- **Work** effectively with a team to solve problems.
- **Listen** to messages actively, evaluate them thoughtfully, and respond mindfully.
- **Demonstrate** self-awareness and intercultural awareness.
- **Use** vocal variety and physical behaviors that engage the interest of an audience.
- **Thoughtfully** compose and critically evaluate written and spoken messages.

COURSE ASSIGNMENTS:

READING QUIZES

(100 points, or 10%) - Occasional reading quizzes are given in class on unannounced dates. Quizzes are based on the textbook.

TED TALK CRITIQUES (DUE ON BLACKBOARD-DISCUSSION BOARD)

(100 points, or 10%) - two 3-5 double-spaced page papers that critically analyze a speaker on ted.com. Citation of 3+ textbook terms required. *See additional details in course packet.*

INFORMATIVE SPEECH

(200 points, or 20%) - A 5-7 minute speech, in which you inform your audience about a person of recent or historical interest. Four sources required. A printed copy of a 5-7 page outline and a one-page keyword (speaking) outline required. Bibliography required. Topics chosen early. *See additional details and grading rubric in course packet.*

INFORMATIVE OUTLINES

(50 points) - A 5-7 page complete-sentence outline and a one-page keyword (speaking) outline is due at the beginning of class on your speech day. Outlines must be printed.

BIBLIOGRAPHY

(20 pts) - Four credible news articles must be cited; only one .com or .org source allowed. Sources must be cited: 1) in the bibliography, 2) orally, during the speech, 3) in the text of each outline.

PEER CRITIQUE

(Required: Pass/Fail) - You'll evaluate your peer's informative speech.

SELF-CRITIQUE

(Required: Pass/Fail) – You'll evaluate your own performance.

PERSUASIVE SPEECH

(200 points, or 20%) - A 7-9 minute speech, in which you propose several practical solutions to a significant social problem. Six sources required. A printed copy of a 7-9 page outline and a one-page keyword (speaking) outline required. Bibliography required. Topics chosen early. *See additional details and grading rubric in course packet.*

PERSUASIVE OUTLINES

(50 points) - A 7-9 page complete-sentence outline and a one-page keyword (speaking) outline is due at the beginning of class on your speech day. Outlines must be printed.

BIBLIOGRAPHY

(20 points) - Six credible news articles must be cited; only one .com or .org source allowed. Sources must be cited: 1) in the bibliography, 2) orally, during the speech, 3) in the text of each outline.

PEER-CRITIQUE

(Required: Pass/Fail) - You'll evaluate your peer's persuasive speech.

SELF-CRITIQUE

(Required: Pass/Fail) - You'll evaluate your own performance.

Students will have the option to complete the Debate or the Declamation Speech as their final public speaking assignment. Both assignments are described below.

PARLIAMENTARY DEBATE

(200 points, or 20%) – A 30-40 minute debate in which a two-person team represents each side. Each of the four debaters speaks for about seven minutes, delivering both a constructive speech and a cross-examination of the opposing team. Three credible news articles must be cited by each debater. *See additional details and grading rubric in packet.*

DEBATE OUTLINES

Debate outlines are due at the beginning of class on your speech day. A thorough outline package, to be submitted by each two-person team, includes:

- A 5-10 page single-spaced complete sentence outline with six source citations.
- A 1-3 page single-spaced keyword outline with six source citations.
- List of possible cross-examination questions.
- Draft of the rebuttal and closing argument.

DECLAMATION SPEECH

(200 points, or 20%) – A 3-5 minute speech in which you dramatically deliver an already famous speech. Effective delivery is essential. No note cards, scripts, or podium allowed. Declamation speech topics must be approved by the instructor. *See additional details and grading rubric in course packet.*

DECLAMATION SCRIPT

A 3-5 double spaced page copy of your script, along with an introduction paragraph, is due at the beginning of class on your speech day.

ATTENDANCE AND PARTICIPATION

(200 points, or 20%) - You are required to attend class. Thoughtful and active participation in discussion is essential to your success in this course. Participation activities cannot be made up, even if an absence

is excused. Daily class, peer, and group and writing activities will be graded on quality of contribution, promptness, and evidence of preparation.

TENTATIVE CALENDAR:

Date	Topic	Reading
W 8/21	Introduction to Public Speaking: Finding Your Voice Assign Syllabus Quiz (<i>can be found in course packet</i>)	Chapters 1 and 2
M 8/26	Giving Your First Speech and Managing Speech Anxiety Assign Peers and Peer Introduction	Chapter 4
W 8/28	Audience Analysis and the Importance of Listening Becoming an Active and Mindful Listener: Critical Listening Where Do You Get Your News? Interview Your Peer for Introduction	Chapter 6
M 9/2	Introduce Your Peer – 2-3 minute speech: hometown, major, career goals. Then, share one of their stories: role models & influencers, pivotal moments, social causes s/he is passionate about, cultural background.	
W 9/4	Informative Speaking Assign Informative Speech and Self-Critique Papers Discuss topic ideas Due on BB by 8:00 p.m.: Syllabus quiz answers	Chapter 15 Informative Topic Ideas
M 9/9	Selecting and Researching Your Topic Evaluating Source Credibility: What is Real News?	Chapter 5 and 7 Outline samples
W 9/11	Commit to informative topic.	
M 9/16	Structuring and Outlining Your Speech Five Parts Every Introduction Should Have Due in Class: Two news articles (printed out)	Chapters 9, 10, 11 Outline samples
W 9/18	Using Supporting Materials Due in Class: Outline Draft and Source List (printed out) Read Aloud in Class: Introduction to Your Speech	Chapter 8
M 9/23	Informative Speeches (Speaker #1-5)	
W 9/25	Informative Speeches (Speaker #6-10)	
M 9/30	Informative Speeches (Speaker #11-15)	
W 10/2	Informative Speeches (Speaker #16-20)	
F 10/4	Due on BB by 8:00 p.m.: Self-Critique (Informative Speech)	

M 10/7	Due on BB by 8:00 p.m.: Self-Critique (Informative Speech)	Chapter 16 Topic ideas
W 10/9	Persuasive Evidence and Argumentation Ethical Persuasion and Fallacies Commit to persuasive topic	Chapter 17
F 10/11	Due on BB by 8:00 p.m.: Ted Talk Critique	
M 10/14	Using Persuasive Language Effectively Public Speaking and Delivery Due in Class: Two news articles (printed out) Due in Class: Outline Draft and Source List (printed out)	Chapters 12 and 13
W 10/16	Persuasive Speeches (Speaker #5-8)	<i>Last day to drop w/o "W"</i>
M 10/21	Persuasive Speeches (Speaker #9-12)	
W 10/23	Persuasive Speeches (Speaker #1-4)	
M 10/28	Persuasive Speeches (Speaker #17-20)	
W 10/30	Persuasive Speeches (Speaker #13-16)	
F 11/1	Due on BB by 8:00 p.m.: Self-Critique (Persuasive Speech)	
M 11/4	Speaking in Small Groups, Listening, Special Occasion Speaking Assign Declamations and Debates Assign Outside Speaker Critique	Chapters 3, 18 & 19
W 11/6	Group Meetings	
F 11/8	Due on BB by 8:00 p.m.: Debate topic, which team is <i>for</i> and which team is <i>against</i> , and 3 main arguments that will be the foundation for the debate <i>or</i> your declamation text.	
M 11/11	Declamations and Debates	
W 11/13	Declamations and Debates	
M 11/18	Declamations and Debates	
W 11/20	Declamations and Debates	
M 11/25	Declamations and Debates	

W 11/27	Thanksgiving – No Class	
M 12/2	Review for Ted Talk Critique II (Final Paper)	
W 12/4	Bringing it all together: Course Overview	
Thurs 12/2	<u>Due on BB by 8:00 p.m.:</u> Ted Talk Critique II	

COURSE POLICIES:

ATTENDANCE

Your grade will be affected if you are not in class. You have two absences to use as necessary, however, your final grade drops one letter grade for each additional, unexcused class that you miss.

PHONES AND LAPTOPS

You will be counted absent and/or asked to leave the classroom for using a mobile device during class. Alert me ahead of time if an emergency warrants the use of your phone.

MAKE-UP WORK

No make-up work (e.g., speech, outline, quiz, exam) is accepted without appropriate documentation. All make-up work must be resolved within a week of the original due date.

MAKE-UP WORK (PARTICIPATION)

Participation activities cannot be made up, even with an excused absence.

TURNING IN ASSIGNMENTS

Make special note of how each assignment is due (e.g., in class, on Blackboard-Assignments, on Discussion Board). Assignments submitted through email will not receive a grade.

ACADEMIC INTEGRITY

Any behavior which violates UA policies on academic integrity will result in a failing course grade and possible indefinite suspension from the university.

CLASSROOM DECORUM

You will be asked to leave the classroom if you display distracting conduct, such as sidebar conversations, phone usage, chronic lateness, or other interruptions to the classroom environment.

FEEDBACK

Please ask for feedback on your writing at least a week before written work is due. This allows the instructor sufficient time to read and comment on drafts *and* for students to make suggested revisions.

SOURCE CITATIONS

Students are required to cite credible sources each time they speak. The date and place of each publication should be stated aloud, and included in both the outline and bibliography.

GRADING POLICIES:

GRADING SCALE

99-100 (A+); 93-98.9 (A); 90-92.9 (A-); 89-89.9 (B+); 83-88.9 (B); 80-82.9 (B-); 79-79.9 (C+); 73-78.9 (C); 70-72.9 (C-); 69-69.9 (D+); 63-68.9 (D); 60-62.9 (D-); and 0-59.4 (F).

GRADE APPEALS

The "24/7" rule is in effect. The instructor will discuss grades 24 hours after and within one week of handing back an assignment. Appeals will be considered in writing only.

COURSE ASSIGNMENT COMPLETION

Failure to complete any one of the major required elements (e.g., speech, outline, quiz, exam) of the course will result in an F for the final course grade.

APPENDIX 1: SYLLABUS QUIZ

1. What is the best way to reach your instructor?
2. What should each student bring to the informative speech?
3. What should each student bring to the persuasive speech?
4. In what three ways must sources be cited in your speeches?
5. How many source citations are required in the informative and persuasive speech?
6. Describe the content and length of the Ted Talk Critiques.
7. Describe the content and length of the Self Critique papers.
8. How long is the parliamentary debate and how many sources are required?
9. How long is the declamation speech and how many sources are required?

APPENDIX 2: PARLIAMENTARY DEBATE

Based loosely on the deliberative discussions of the British House of Commons, parliamentary debate is lively and audience-oriented. Debaters speak extemporaneously in parliamentary debate, using only the notes they have made during the debate and preparation period about a week before the speech. A two-person team shall represent each side of an assigned issue. You may not switch partners or sides. Each debater is required to deliver one constructive speech and one cross-examination. Partners will have to decide between each other who will conduct the rebuttal speech (and thus the first constructive speech).

Organization, logical reasoning, signs of adequate preparation, narrative coherence, narrative fidelity, ability to adhere to proper procedure, and overall speech effectiveness are all important to the evaluation of your performance. "Winning" is not relevant nor will it be considered when determining your grade. Parliamentary debate follows the format below:

CONSTRUCTIVE ARGUMENTS:

First Proposition Constructive (1PC) Speech <i>2OC cross examines 1PC</i>	5-6 min. <i>(1 min.)</i>
First Opposition Constructive (1OC) Speech <i>1PC cross examines 1OC</i>	6-7 min. <i>(1 min.)</i>
Second Proposition Constructive (2PC) Speech <i>1OC cross examines 2PC</i>	5-6 min. <i>(1 min.)</i>
Second Opposition Constructive (2OC) Speech <i>2PC cross examines 2OC</i>	5-6 min. <i>(1 min.)</i>

AFTER CONSTRUCTIVE ARGUMENTS:

Proposition Rebuttal	5-6 min.
Opposition Rebuttal	4-5 min.

FIRST SPEAKER, PROPOSITION

The opening speaker establishes the framework for the debate and establishes a logically complete case for the proposition. This involves an expository presentation in which the speaker may define any ambiguous terms of the motion, interpret the motion through a clear case statement, offer a history of the issue in controversy, and disclose any limitations for the discussion. After such preliminaries, the first speaker should state and support the main arguments of the case. Three sources required.

FIRST SPEAKER, OPPOSITION

The duty of the opposition is to provide clash, promoting a choice between the proposal advanced by the proposition team and some other course of action or position, making it clear why the motion should be defeated. Three sources required.

SECOND SPEAKERS, PROPOSITION AND OPPOSITION

The second (also called "member") constructive speeches for each side have similar responsibilities. They should effectively refute the important arguments of the opposing side and amplify the strong arguments initiated by their colleagues. The member speeches are the last for each side in the debate in which new arguments and issues may be introduced. Three sources required.

REBUTTALS

The speakers for the proposition (sometimes called the government) open and close the debate in defense of the motion. The first constructive speaker gives this speech.

APPENDIX 3: PUBLIC SPEAKING EVALUATION FORM

Inadequate 1	Needs Work 2	Satisfactory 2	Excellent 4	Superior 5
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Selected and narrowed a topic appropriately for the topic, audience, and occasion.

Met time limit.

Clearly related to audience throughout speech.	1	2	3	4	5
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Chose a challenging and substantive topic.	1	2	3	4	5
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Chose a topic appropriate to audience and occasion.	1	2	3	4	5
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Developed a thesis statement & organizational pattern appropriately for topic, audience, and occasion.

Introduction

Attention-getter.	1	2	3	4	5
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Motivated the audience to listen.	1	2	3	4	5
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Established significance of the topic.	1	2	3	4	5
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Clear thesis statement.	1	2	3	4	5
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Clear preview.	1	2	3	4	5
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Body

Clear organizational pattern.	1	2	3	4	5
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Identifiable main points and sub points.	1	2	3	4	5
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Fluent and thoughtful transitions between main points.	1	2	3	4	5
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Conclusion

Thoughtful summary and closing idea.	1	2	3	4	5
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Referred to the introduction to provide closure.	1	2	3	4	5
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Assembled and cited effective and sufficient supporting materials.

Used appropriate, adequate, and varied supporting material.	1	2	3	4	5
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Integrated valid sources effectively.	1	2	3	4	5
Cited sources orally and accurately.	1	2	3	4	5
Connected support material to main ideas.	1	2	3	4	5

Used verbal and nonverbal behaviors to communicate the message effectively.

Eye contact excelled.	1	2	3	4	5
Gestures, facial expressions, and movement were purposeful.	1	2	3	4	5
Easy to hear and understand, good volume.	1	2	3	4	5
Expressive and emphatic tone of voice (no um, uh, etc.)	1	2	3	4	5
Polished and professional appearance and mannerisms.	1	2	3	4	5

Used language that was appropriate for the topic, audience, and occasion.

Was free of serious errors in grammar, pronunciation, and word usage.	1	2	3	4	5
Used clear, precise, colorful, creative, and culturally sensitive language.	1	2	3	4	5
Articulated words clearly.	1	2	3	4	5

APPENDIX 4: TOPIC IDEAS AND SUGGESTIONS, PERSUASIVE SPEECH AND DEBATE

- TV prescription drug ads should or should not be eliminated.
- SUVs should or should not be regulated.
- The Teach for America program should or should not be continued in Alabama schools.
- Increase or decrease support for the development of mass transit systems.
- Professional sports leagues should or should not ban the use of Native American mascots.
- Schools should or should not install surveillance cameras to prevent bullying.
- Reading week or dead week should or should not be implemented on all college campuses.
- Adopt or don't adopt a state or federal policy to reduce the incidence of homelessness.
- Laws for cyclists should or should not be more strictly enforced.
- Cartoons and freedom of the press should or should not be more regulated.
- Celebrity trials should or should not be televised.
- The training of animals for horse races should or should not be regulated.
- Dog fighting should or should not be illegal in all states.
- Eminent domain should or should not be enforced. Curb or don't curb gentrification.
- Green chemistry is or is not the answer to factory pollution.
- Renters' rights for college students should or should not be more strictly enforced.
- Police interrogations should or should not be video-recorded.
- The U.S. should or should not significantly increase funding for wetland restoration efforts.
- Adopt or don't adopt a national policy to combat wildfires.
- U.S. should or should not require electric utilities to produce at least 25% of electricity from renewable resources by 2025.
- Dry cleaners' use of carcinogenic chemicals should or should not be regulated.
- Corporate farms should or should not be regulated.
- The U.S. should or should not significantly curtail agriculture subsidies.
- Construction of condos and land use on universities should or should not be regulated.
- Adopt or do not adopt a federal policy to significantly improve the nutrition of its citizens.
- Do or do not include a public option in health insurance reform.
- The U.S. should or should not restrict the growing medical tourism industry.
- Wal-Mart openings should or should not be limited.
- Pharmacists' "conscience claims" are or are not justifiable.
- Felons who have rehabilitated themselves should or should not be allowed to vote.
- Surveillance cameras in public areas should or should not be substantially increased.
- Convicted & released Level 3 sex offenders should or should not be required to wear GPS monitoring systems.
- The U.S. Constitution should or should not be amended to allow foreign born citizens to run for president.
- Internet freedom of speech should or should not be regulated in order to prevent cyber-bullying.
- Cell phone use should or should not be banned on all U.S. highways.
- The International Olympic Committee should or should not reduce its number of sporting events.
- Airlines should or should not follow JetBlue's initiative for a Customer Bill of Rights.

APPENDIX 5: DECLAMATION SPEECH

The declamation speech is an already famous speech delivered dramatically by the speaker. The declamation is a 3-5 minute speech that requires students to excerpt and prepare a 3-5 page script from an original text. No sources required, except a source citation of the original speech. Effective delivery is essential. Help your audience feel the emotional impact of the speech as it was performed by its original author.

A 3-5 double spaced page copy of your script and an introduction paragraph is due at the beginning of class on your speech day. The introduction paragraph provides a short background and acknowledgement to the original author before you begin your creative oral interpretation of the text. If you read the script aloud verbatim, you will not receive credit for this assignment. No note card or script is allowed for performance. No use of the podium is allowed.

CHOOSING AND "CUTTING" AN APPROPRIATE SCRIPT

All declamation speeches must be approved by the instructor. Search www.americanrhetoric.com for declamation speech ideas. Creative non-speech scripts (e.g., novel, poetry, film or play excerpts, Ted talks) may be excerpted for this performance. Cut an excerpt of the speech to meet the time limit and allow you to present your best delivery through the use of face, eyes, hands, body, vocal volume, pitch, and rate. Avoid overdone speeches such as Nixon's resignation or "I Have A Dream" by Martin Luther King Jr. As a sample, view Sierra Raheem's Oprah "oratorical declamation" from 2014. Topics will be assigned and/or declared early.

PREPARING THE DELIVERY OF THE SCRIPT

More than half of your preparation time for this speech should go toward rehearsal. Keep the script with you while you rehearse, and slowly wean yourself off of the script when you feel that your delivery is appropriate to the message. View Ted talks and other public speakers to get inspiration for how to animate your face, hands, and body to reflect the meaning of the script. Replace punctuation markings from the original script with your own delivery notes, indicating how you can use pause, gesture, voice, eyes, and facial expressions to punctuate the words the way you think they should sound to your audience. Make stage notes. Be creative.

LEARNING OUTCOMES

Successful completion of this assignment demonstrates students' ability to:

- **Demonstrate** excellence in oral and written communication.
- **Organize** and deliver speeches that are appropriate for the audience and occasion.
- **Locate**, evaluate, and cite credible research and sources.
- **Thoughtfully** compose and critically evaluate written and spoken messages.
- **Use** vocal variety and physical behaviors that heighten and maintain the interest of an audience.

APPENDIX 6: DECLAMATION SPEECH EVALUATION FORM

Selected and narrowed a speech appropriately for the audience and occasion.

Selected and excerpted a text that is appropriate for declamation.	1	2	3	4	5
Developed a context for the text, in the introduction.	1	2	3	4	5
Explained the significance of the text, in the introduction.	1	2	3	4	5
Selected and excerpted a text that met the time limit for declamation.	1	2	3	4	5

Developed an organizational pattern for the topic, audience & occasion.

Introduction to the text had a meaningful, thoughtful central idea.	1	2	3	4	5
The chosen text had a meaningful, thoughtful central idea.	1	2	3	4	5
The chosen text incorporated vivid examples and/or narratives.	1	2	3	4	5
Final statement had impact.	1	2	3	4	5

Used verbal and nonverbal behaviors to communicate the message.

Thorough, appropriate eye contact.	1	2	3	4	5
Conversational use of gestures.	1	2	3	4	5
Expressive facial expressions.	1	2	3	4	5
Purposeful and thoughtful movement.	1	2	3	4	5
Expressive and emphatic use of <i>pause</i> .	1	2	3	4	5
Expressive and emphatic use of <i>pitch</i> .	1	2	3	4	5
Expressive and emphatic use of <i>volume</i> .	1	2	3	4	5
Expressive and emphatic use of <i>rate</i> .	1	2	3	4	5
Extemporaneous delivery.	1	2	3	4	5

Used language that is appropriate to the topic, audience and occasion.

Articulated words clearly.	1	2	3	4	5
Used clear, precise and culturally sensitive language.	1	2	3	4	5

APPENDIX 7: SELF-CRITIQUE PAPER

A 1-3 (double-spaced) page evaluation of your speech performance. If your speech was video recorded, review it carefully as you evaluate the speech. Cite and **bold out** at least two textbook terms to support your evaluation. Devote a paragraph to each of the following areas of analysis:

SITUATION

Was your message appropriate for the rhetorical situation (the occasion, type of audience, assignment)? Provide a rationale for why you chose the topic.

ORGANIZATION

How was the speech organized? What transitions did you use to guide listeners?

CONTENT

How did you gain your audience's attention? Did you have a clear preview statement/thesis? How did you enhance credibility and ethos?

STYLE AND DELIVERY

What was your level of energy and dynamism? How did the gestures and nonverbal delivery enhance the presentation? How did you utilize your voice and gestures to enhance the message? Were you overly anxious? If so, what might you do to reduce the level of nervousness for the next speech?

CONCLUSION AND REFLECTION

What have you learned from the process? How will your future presentations be enhanced by what you observed?

APPENDIX 8: TED TALK CRITIQUE

A Ted Talk Critique is a 3-5 page (double-spaced) analysis of a public speaker, viewed on *ted.com*, *americanrhetoric.com*, or another approved source. For the Ted Talk Critique, critically analyze the speech using criteria listed below. Include the title and url address of your video at the top of your paper. Cite and **bold out** at least 3 textbook terms to support your evaluation.

In order to complete Ted Talk II, download your partner's Ted Talk Critique from Blackboard, view their chosen video, and critique it in the same way you completed Ted Talk I.

Devote at least one paragraph to each of the areas of analysis listed below:

SITUATION

What was the situation or context for the speech? Was the speaker's message appropriate for the situation (the occasion, type and size of audience)?

ORGANIZATION

Was the speech organized (introduction, body, conclusion)? Describe the speaker's organizational pattern. Describe the transitions between main points. How did s/he gain the audience's attention in the introduction? Did the speaker preview the speech?

CONTENT

Did the speaker provide a thesis? Describe the main points. Did the speaker provide examples to support the main points? How did s/he build credibility and ethos (cite sources)?

STYLE AND DELIVERY

Describe the speaker's energy and dynamism. Describe his/her voice. How did s/he use vocal rate, pitch, and volume to enhance the message? Describe the nonverbal delivery (use the podium, movement around room)? Describe facial expressions and gestures.

CONCLUSION AND REFLECTION

What did you learn from this speech? How may your own future presentations be enhanced by what you observed?