

38

Basic Speech Experiences

TEACHER'S MANUAL

Tenth Revised Edition

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USING 38 BASIC SPEECH EXPERIENCES

38 Basic Speech Experiences is an activity based textbook. Its purpose is to teach students about public speaking by having them give speeches. Since public speaking situations occur in a variety of real life contexts, this book is designed to duplicate many of those contexts. While the prologue contains information about the basics of public speaking – topic selection, audience analysis, research, outlining, and speech writing – you may want to expand on this information with additional lecture material or handouts. The bibliography on pages 17-20 of this manual includes the titles of several comprehensive public speaking texts which can assist you in developing additional instructional materials.

OBJECTIVES

THE GENERAL COGNITIVE OBJECTIVES OF THIS TEXT ARE AS FOLLOWS:

1. To increase students' understanding of the communication process within the context of public speaking.
2. To increase students' awareness and understanding of the roles of verbal and nonverbal communication in speech presentations.
3. To increase students' understanding of the many contexts and forms in which public speaking occurs in our society.
4. To increase students' understanding of the importance of analyzing the audience in selecting, developing, and presenting a topic.
5. To increase students' understanding of the purposes of public speeches – to inform, to entertain, to persuade, and to motivate.
6. To increase students' ability to evaluate the strengths and weaknesses of others' speeches through the study of model speeches and through evaluations of classmates' speeches.
7. To increase students' ability to evaluate their own performances through use of audio and video recording.
8. To improve students' self-esteem through successful communication experiences.

THE GENERAL BEHAVIORAL OBJECTIVES OF THIS TEXT ARE AS FOLLOWS:

To improve students' verbal communication skills for enhancing their career goals by:

1. Improving students' verbal and nonverbal communication skills through participation in a variety of speaking situations.
2. Improving students' listening skills through interviews and the evaluations of their own speeches and those of others.

3. Improving students' research, organizational, and outlining skills through the speech preparation process.
4. Improving students' critical thinking skills through speech analysis, speech evaluations, and by making critical choices in preparing their own speeches.
5. Improving students' writing and composition skills through the processes of selecting a topic and developing it.

EACH CHAPTER IS ORGANIZED SIMILARLY, AND CONTAINS MANY OR ALL OF THE FOLLOWING OBJECTIVES:

1. Students will understand the speech purpose.
2. Students will be able to identify the major components and attributes of the speech type.
3. Students will understand the appropriate steps and requirements to prepare the speech.
4. Students will understand how to prepare for the speech including research, organization, audience analysis, outlining, and practice components.
5. Students will be able to select an appropriate topic for the speech type.
6. Students will use the appropriate verbal and nonverbal delivery skills in presenting the speech.
7. Students will examine a model speech and identify its strengths and weaknesses in meeting the requirements for the speech type.

MAKING ASSIGNMENTS

Most speech assignments in this text may be altered and thus repeated numerous times without creating a sense of monotony in students' minds. Variety in assignments may be achieved as follows:

1. Require the use of visual aids, i.e., charts, graphs, pictures, or similar illustrations which are prepared on cardboard sheets, easels, or use computer enhanced transparencies.
2. Present opposing viewpoints and a refutation for each.
3. Have the speaker use a student assistant during a speech.
4. The use of quotations, one or more, may be stipulated.
5. Use one or more anecdotes within a speech.
6. Use two or more jokes, *socially acceptable* for mixed groups, that apply to points within the speech.
7. Hold a three-to-five minute question period following the speech.
8. Permit questions from the listeners at any time throughout the speech. Appoint a student chairperson to moderate as needed, permitting questions only, not heckling.

9. Designate certain speeches that require students to dress up.
10. Designate combinations of the above suggestions that must be used within a given speech.

It is advisable to give students a speaking assignment in writing one week in advance and to set specific dates when the speech is due. Consider it as an oral examination. Students failing to meet the assignment on time (except for extreme emergency or illness) should forfeit their opportunity to speak and should receive a failing grade. If this policy is not established, overdue speeches will become the daily routine, lesson plans will be useless, and chaos will follow. This alone can cause any course, speech or otherwise, to lose interest and value. Speeches are not like compositions which may be turned in late and instructors can grade them at their leisure. Speeches take up class time, and make-up speeches can disrupt the class. Set your policy early, tell the students, and then stick with it.

TEACHING OUTLINING AND ORGANIZATION

Outlining should be taught early, perhaps shortly after the second performance, Chapter 2, "Speech of Personal Experience." Students should study pages xvi-xvii and xxix-xxx. Whether they like it or not, students must learn to determine their purpose then to organize their ideas by outlining them in complete sentences which demand complete thoughts. This forces students to formulate definite ideas (not vague ones) and to arrange them in logical sequence. Admittedly it is not easy, but to be understood by an audience it is necessary. Otherwise a rambling, disconnected, meaningless speech usually results.

To teach sentence outlining and organization, prepare copies of scrambled outlines which students are assigned to unscramble. Symbols may be scrambled, sentences may be scrambled, or both may be. It's fun. Correct them in class. Students may wish to prepare scrambled outlines which they trade with each other to be unscrambled.

TEACHING RESEARCH

Assign pages xix-xxiii in the Prologue prior to assigning Chapter 5. Take students to the library and have them work in pairs on a research scavenger hunt. The students should be given a person, event, or issue to locate sources on. Stipulate the number and types of sources they should have. Each chapter has suggestions for the type of research required. Don't overlook interviews as a research source. Also encourage students to listen to and read the news for ideas.

PRESENTING AND EVALUATING SPEECHES

Several sample evaluation forms are included in this manual in Appendix A. You might want to use them as is or adapt them for specific speech assignments. For instance, you could add a section to the forms for meeting time limits, outlining, and research criteria. The more you evaluate speeches, the better you will know what works and what doesn't work. Be sure to let students know on what criteria they will be judged at the time the speech assignment is made. Review the evaluation form with the students at that time.

Assign several students to evaluate each speech presented on a given day using the peer evaluation form in Appendix A. All students should evaluate several times during the course.

Have written evaluations due the next day. Give a grade to the evaluators and then return the form to the speaker. It is recommended that the evaluator's name be clipped off the form before giving it to the speaker. Another peer evaluation option is to assign several students to evaluate each speech that is presented. Immediately following a speech a student evaluator will go to the front of the room and, using notes, make a three-minute critique of the speech just completed. Grade the evaluator. Occasionally the class may select, by secret ballot, the person presenting the outstanding speech and designate a "Speaker of the Day."

Consider appointing a different student as a chair one day in advance of each class period whose duties are to collect speech outlines, arrange them according to the order of speakers, make a list of speakers and topics from the outlines, and hand the outlines in proper arrangement to the instructor to be graded during student speeches. The chairperson then introduces the speakers and their topics. Following the last speech, the chairperson comments briefly about the day's assignment and speeches, after which the class is turned back to the instructor. The chairperson should sit on the front row, step before the class to make each introduction, be orderly, businesslike, and not clever. The instructor may grade the chairperson's work.

Appoint a timekeeper who has time cards to signal the speaker when the minimum and maximum times are reached. The time cards should include 30-second warning and stop cards. Have the timer keep track of speakers who were over and under by more than 15 seconds.

Members of the class may be *graded* on their listening behavior. Communication is a two-way proposition – it must have an *audience* and a *speaker*. The audience should observe closely and thus not repeat errors they note in other speakers. The more attention a listener gives, the more gained from the speaker.

Leave time at the conclusion of the class period to discuss speakers. Ask students: What was done well? What areas need improvement? What questions does the assignment raise about public speaking fundamentals? It is important to remember that both oral and written evaluations should emphasize positive comments as well as areas needing improvement.

Favorable comments may be offered on the initial speeches to build feelings of acceptance with speakers; however, ideas relative to improvement may be introduced on a general basis to the entire class, for instance at the end of the hour following the first speech. Once the class has established a feeling of unity and purpose, after one or two speeches, comments concerning individual improvement are in order. When students have presented four or five speeches they may be assigned to prepare evaluation charts which they will suggest to the class in oral presentations, using the blackboard to illustrate.

SUGGESTED ORDER OF ASSIGNMENTS

Assignments follow a fairly logical progression of student skills. Instructors may wish to skip speeches or repeat speeches. Each class is different, and therefore assignment order may be adjusted to meet the needs of a particular class. Students, however, should begin the course by presenting their first speech, Chapter 1, on the second or third day class meets, thus quickly becoming acquainted with the speaking act and their reactions to it. It is followed by Chapter 2, "Speech of Personal Experience," which gives them two opportunities to begin to learn

speaking skills by drawing upon their immediately available knowledge. Together, these two experiences provide a common ground for the entire class and show them they can profit by further study and experience.

You must determine the number of assignments and their order depending on the number of students and the length of the course. For a semester-long course the following chapters are essential in giving students basic delivery skills they need and an introduction to the major speech purposes: Prologue, Chapters 1 - 9, 11, 12 and two or three of the specialized speeches as well as one Chapter selected from the group and forum speaking events, Chapters 14, 17, 18, 33, or 34. For a year-long course, the same chapters should be completed and add as many of the remaining assignments as possible.

Several Chapters (21, 23, and 24) have complementary assignments within them in which you could have half the class give one type of speech (e.g., nomination to office) and the other half the other type (e.g., acceptance of a nomination).

SEMESTER-LONG COURSE

Week 1	Prologue Chapter 1 -- Introductory Speech
Week 2	Chapter 2 -- Speech of Personal Experience
Week 3	Chapter 3 -- Speech on Communication Apprehension
Week 4	Chapter 4 -- The Pet Peeve or Opinion Speech
Week 5	Chapter 5 -- The Speech to Develop Body Language
Week 6	Chapter 6 -- The Demonstration Speech
Week 7	Chapter 7 -- The Informative Speech
Week 8	Chapter 8 -- The Speech to Persuade
Week 9	Midterm review and exam
Week 10	Chapter 9 -- The Speech to Motivate
Week 11	Chapter 11 -- The Speech to Entertain
Week 12	Chapter 12 -- Impromptu Speaking Chapter 32 -- Extemporaneous Speaking
Week 13	Select from: Chapter 13 -- The Sales Talk Chapter 15 -- Computer-Enhanced Presentations Chapter 16 -- The Interview

QUIZ # 5
Unit IV – Special Occasion Speeches

NAME _____ DATE _____

(Select the best answer. Put your answer in the space to the left of each question).

- _____ 1. An after dinner speech may: (a) persuade (b) entertain (c) inform (d) all of the above.
- _____ 2. A toastmaster's introduction of a speaker should be (a) about 30 seconds (b) about two minutes (c) around 5-10 minutes (d) fairly long.
- _____ 3. If during the after dinner program some person appearing ahead of you unknowingly steals your speech you should (a) apologize and sit down (b) act like it had not happened and proceed (c) refer to the previous remarks in support of your statements and proceed (d) give an entirely new impromptu speech.
- _____ 4. An introduction speech should be: (a) fairly long (b) short (c) quite descriptive (d) sound something like an announcement.
- _____ 5. An introduction speech should do all of the following **except**: (a) make the audience and speaker feel comfortably acquainted (b) interest the audience in the speaker and his subject (c) make the speaker feel excited (d) announce the speaker's subject and give his name.
- _____ 6. When introducing a speaker you should: (a) be funny (b) give the speaker a lot of praise, more than he or she deserves (c) be sure to call attention to yourself in a modest way (d) none of the above.
- _____ 7. When preparing an introduction speech you should draw on which of the following sources: (a) the occasion (b) audience (c) speaker's subject (d) speaker (e) all of the above.
- _____ 8. The speech of welcome is characterized by four elements. Identify **all** of them:
(a) sentiment (b) brevity (c) vacuity (d) sincerity (e) simplicity (f) geniality
- _____ 9. Which of the following should you **not** include in a speech of welcome?
(a) explain the organization you represent (b) briefly recount your organization's financial situation
(c) mention the work your organization is doing including future plans (d) pay a tribute to your guests for their work
- _____ 10. A response to a speech of welcome should **not** be: (a) long (b) short (c) brief (d) friendly
- _____ 11. Your purpose in a response to a speech of welcome is: (a) to make sure people like the product you represent (b) to advance your prestige in a subtle manner (c) to impress people with your honesty, integrity, etc. (d) to express appreciation of the hospitality extended to you. (over)