

## LEVEL 3: ADVANCED PRESENTATIONS

**Goal** Students should now be ready to become more sophisticated in their presentation topics, how they adapt that information to the audience's needs, and how smoothly they present that information. Instructors should teach audience analysis and demonstrate to students that each audience is different and that a good speaker has to adapt to that audience's knowledge and attitudes. A speaker has to know what strategies (organization, content, proof, delivery) are available to be adaptive. Students can then understand the power and choices that have to be made in presentations so that the speaker can meet their objectives.

**Standards**

4.B.4a Deliver planned informative and persuasive oral presentations using visual aides and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.

4.B.4c Use strategies to manage or overcome communication anxiety and apprehension.

4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.

4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences using appropriate visual aids and available technology.

4.B.5c Implement learned strategies to self-monitor communication anxiety and apprehension.

**Content** The following content should be covered:

### Group Communication

- Leadership

- Other roles

- Variables impacting the outcome of the group

### Presentations

- Impromptu speaking challenges and devices

- Expository devices

  - Developing an idea

- Persuasive devices

  - Emotional appeals

  - Logical appeals

Ethical appeal  
Support and Evidence  
Types of evidence and support  
Tests of evidence

**Assignments** The Position Speech, Informative Speech, Persuasive Speech

**Rubrics** Balance of closed and open-ended forms that cover a wide range of strategies that can be employed by the speaker relating to organization, content, development, evidence/proof, visual delivery, and vocal delivery.

## The Position Speech

|                    |  |
|--------------------|--|
| <b>Description</b> | <p>This is a speech where the student takes a position on a current issue and uses the presentation to present their reasons to the class. The student should choose a current issue that is appropriate for the class. After preliminary research, the student should choose a side of that issue and take a stand on that issue. The student should then develop at least two and not more than four reasons for their belief. Each of the reasons will become the main points of the body of the speech. Each point should have a label/name, be explained, and then be substantiated by some form of evidence. The speech should have an introduction and a conclusion that re-enforce the overall conclusion or claim that comes from the two to four reasons.</p>  |
| <b>Objective</b>   | <p>To introduce students to current social and cultural issues<br/>To introduce research skills<br/>To develop the ability to take a stand and present reasons for that position<br/>To promote understanding of how ideas are developed and explained<br/>To promote understanding of how ideas can be strengthened through support and documentation</p>   |
| <b>Standard</b>    | <p>4.B.4a, 4B.5a, 4.B.4c, 4.B.4d</p>   |
| <b>Guidelines</b>  | <p>Use your own thoughts, feelings experiences and ideas.</p> <p>Prepare a one-page outline to be handed to your instructor when you rise to speak. You must use the provided outline form. Outline must be typed.</p> <p>The speech should be 4-6 minutes in length.</p> <p>You must present a speech describing a problem within your school, community or one that affects your peer group. You must also present a solution to the problem and explain how the solution would solve the problem you presented. Examples: political issue, economic issue, social issue, institution or organization, person, fact, value, policy, speaker's choice.</p> <p>You should find two sources of support of your ideas. These can be interviews with authorities or come from books, magazines, or appropriate resources on the internet.</p> |

## Informative Speech

|                          |  |
|--------------------------|--|
| <b>Purpose</b>           | To communicate information about an object, a process, an event or a concept accurately, clearly and interestingly   |
| <b>Time limits</b>       | Time limits will vary according to number of students in a class. In general, however, most speeches will be approximately 5-7 minutes. Some instructors also require a brief (1-2 minute) question and answer period following the speech; this time may be part of or in addition to the total time limit.   |
| <b>Point Value</b>       | 100 points. Please review the Informative Speech Evaluation form in this packet to see how points are distributed. You will need to attach this form to your outline and references and hand them to the instructor just prior to your presentation.   |
| <b>Outline</b>           | You will provide a typed outline, which conforms to the format provided in this packet. If you choose to use the outline while presenting, make an additional copy.  |
| <b>References</b>        | You must use at least <b>four</b> sources when preparing your speech. No more than half of the sources you should be taken from the internet. Attach a separate page entitled "References" to the outline and be sure that all references conform to the APA style guidelines in the packet. All of the sources that appear in the reference page must be incorporated into the speech and identified. For example, a speaker might say, "According to Dr. Vincent Rainey in his book, <i>Keeping Fit</i> published in 1996, it only takes 30 minutes of exercise three times a week to maintain good cardiovascular health." Or a speaker might say, "In May of 1998, <i>Time</i> magazine published an article written by staff correspondent Mildred Blair in which she describes four hints for living well at college on a student budget." |
| <b>Audio/Visual Aids</b> | You may be required to incorporate at least one audio/visual aid into your presentation. A visual aid might be a transparency, a slide, an object, a clip from a movie, a clip from a television program or special broadcast, or an audio recording of a song, conversation, radio personality, etc. Be sure to practice your speech using the visual aid to make sure the equipment works and the audio/visual aid can be incorporated during the speech unobtrusively.  |
| <b>Videotape</b>         | You must provide a videotape which is labeled and cued for your presentation. Indicate on the label if there is a practice session from the speech lab already on the tape.  |

- Attire** This is a **formal** presentation that will be videotaped. Dress appropriately for the situation and your topic.
- Peer Evaluations** Each presentation will not only be graded by the instructor, but will also be critiqued by two peers. In turn, each student will be responsible for evaluating two presentations. The Peer Evaluation forms for the Informative Speech are provided in this packet. Please take these out of your packet and have them ready to complete on speech days.
- Ethical Communication** Ethical communication will be demonstrated at all times during a speech. No one will enter or leave the room during a presentation, and the audience will be attentive and respectful.
- Due Date** A make-up policy for speeches is detailed in the syllabus. Make-up presentations will be allowed only if **prior** arrangements have been made and documentation provided. All students must present every speech (in front of an audience) in order to pass the class.

## Persuasive Speech Assignment

- Purpose** To present a credible and convincing argument in support of a change or continuation in some area(s) of fact, policy or value.
- Time limit** Time limits will vary according to number of students in a class. In general, however, most speeches will be approximately 6-8 minutes. Some instructors also require a brief (1-2 minute) question and answer period following the speech; this time may be part of or in addition to the total time limit. In all cases, however, points will be deducted for not meeting the minimum time or exceeding the maximum time allowed.
- Point Value** 100 points. Please review the Informative Speech Evaluation form in this packet to see how points are distributed. You will need to attach this form to your outline and references and hand them to the instructor just prior to your presentation.
- Outline** You will provide a typed outline, which conforms to the format provided in this packet. If you choose to use the outline while presenting, make an additional copy.
- References** You must use at least **six** sources when preparing your speech. No more than half of the sources you should be taken from the internet. Attach a separate page entitled "References" to the outline and be sure that all references conform to the **APA** style guidelines in the packet. All of the sources that appear in the reference page must be incorporated into the speech and identified. For example, a speaker might say, "According to Dr. Vincent Rainey in his book, *Keeping Fit* published in 1996, it only takes 30 minutes of exercise three times a week to maintain good cardiovascular health." Or a speaker might say, "In May of 1998, *Time* magazine published an article written by staff correspondent Mildred Blair in which she describes four hints for living well at college on a student budget."
- Audio/Visual Aids** You may be required to incorporate at least one audio/visual aid into your presentation. A visual aid might be a transparency, a slide, an object, a clip from a movie, a clip from a television program or special broadcast, or an audio recording of a song, conversation, radio personality, etc. Be sure to practice your speech using the visual aid to make sure the equipment works and the audio/visual aid can be incorporated during the speech unobtrusively.

|                              |  |
|------------------------------|--|
| <b>Videotape</b>             | You must provide a videotape which is labeled and cued for your presentation. Indicate on the label if there is a practice session from the speech lab already on the tape.  |
| <b>Attire</b>                | This is a <b>formal</b> presentation that will be videotaped. Dress appropriately for the situation and your topic.  |
| <b>Peer Evaluations</b>      | Each presentation will not only be graded by the instructor, but will also be critiqued by two peers. In turn, each student will be responsible for evaluating two presentations. The Peer Evaluation forms for the Informative Speech are provided in this packet. Please take these out of your packet and have them ready to complete on speech days. |
| <b>Ethical Communication</b> | Ethical communication will be demonstrated at all times during a speech. No one will enter or leave the room during a presentation, and the audience will be attentive and respectful.   |
| <b>Due Date</b>              | A make-up policy for speeches is detailed in the syllabus. Make-up presentations will be allowed only if <b>prior</b> arrangements have been made and documentation provided. All students must present every speech (in front of an audience) in order to pass the class.   |

## Suggested Outline Format

The organizational structure below illustrates the typical format that a speech outline follows. However, students should recognize that the actual number of main points and the organizational pattern of the body of a speech will vary with topic, content, and general purpose (i.e., to inform or to persuade).

### Topic

**Purpose:**

**Thesis:**

**Organizational Pattern:**

#### **I. Introduction**

- A. Attention Step
- B. Relevance of topic to audience
- C. Credibility
- D. Thesis/Central Idea
- C. Preview

#### **Transition**

#### **II. Body**

- A. First Main Point (e.g., the first topic in a topical organizational pattern or statement of the problem in a problem-cause-solution organizational pattern).
  - 1. Development/Support (e.g., illustration, evidence, statistics, narrative)  
Citation  
Visual Aid if appropriate
  - 2. Development/Support (e.g., illustration, evidence, statistics, narrative)  
Citation  
Visual Aid if appropriate
  - 3. If necessary

#### **Transition**

- B. Second Main Point (e.g., the second topic in a topical organizational pattern or description of the cause in a problem-cause-solution organizational pattern)
  - 1. Development/Support (e.g., illustration, evidence, statistics, narrative)  
Citation  
Visual Aid if appropriate

2. Development/Support (e.g., illustration, evidence, statistics, narrative)  
Citation  
Visual Aid if appropriate
3. If necessary

**Transition**

- C. Third Main Point (e.g., the second topic in a topical organizational pattern or description of the cause in a problem-cause-solution organizational pattern)
  1. Development/Support (e.g., illustration, evidence, statistics, narrative)  
Citation  
Visual Aid if appropriate
  2. Development/Support (e.g., illustration, evidence, statistics, narrative)  
Citation  
Visual Aid if appropriate
  3. If necessary

**Transition**

- D. Call to Action (Action Step), for persuasive speech

**III. Conclusion**

- A. Thesis
- B. Summary/Review
- C. Memorable Close

References (on separate page)

**Speaking Assessment Matrix—FINAL High School**  
ISTA/ISU 2002

|                                   | 4  | 3  | 2   | 1   | Total |
|-----------------------------------|--|--|---|---|-------|
| <b>DELIVERY ITEMS</b>             |  |  |   |   |       |
| Body Posture and Movement.        | Stands straight and still. Uses purposeful movements.                            | Uses purposeful movements but shifts or leans.               | Uses no purposeful movements and leans or shifts weight.                | Posture or movement interferes or distracts from presentation.        |       |
| Eye Contact                       | Establishes constant eye contact with entire audience.                           | Establishes eye contact with most of audience.               | Occasionally looks at audience.   | Has no eye contact with audience.                                     |       |
| Facial Expression                 | Maintains purposeful facial expressions.   | Facial expression adds to presentation.                      | Little variance in facial expression.                                   | Uses no expressions.  |       |
| Gestures                          | Uses purposeful and natural gestures that compliment the message.                | Uses gestures in the presentation.                           | Uses no gestures in the presentation.                                   | Gestures contradict or distract from the message.                     |       |
| Volume/ Projection                | Speaks loudly and comfortably to be heard by entire audience.                    | Speaks loudly enough to be heard by most audience members.   | Speaks softly causing audience discomfort.                              | Cannot be heard.  |       |
| Rate/Pacing                       | Varies rate and pauses for natural effect throughout presentation.               | Uses appropriate rate but uses some vocal fillers.           | Speaks too rapidly or slowly; pauses may disrupt; or uses many fillers. | Rate causes confusion; vocal fillers create distraction for audience. |       |
| Vocal Expression/ Articulation    | Speaks clearly with purposeful expression and articulation.                      | Has purposeful expression but minimal articulation.          | Speaks with clear articulation but minimal expression.                  | Speaks unclearly and little or no expression.                         |       |
| Language Usage                    | Uses language and grammar that enhance the audience's understanding.             | Uses clear language and proper grammar.                      | Uses language that is awkward and creates confusion for the audience.   | Uses language that is inappropriate for the audience or occasion.     |       |
| <b>Total</b>                      |  |  |   |   |       |
| <b>ORGANIZATION/STRUCTURE</b>     |  |  |   |   |       |
| Introduction – Attention          | The attention-getter is topical, interesting, and time and audience appropriate. | The attention-getter fulfills 3 of the 4 above criteria.     | The attention – getter fulfills 2 of the 4 above criteria.              | The attention – getter fulfills 1 or none of the above criteria.      |       |
| Introduction – Purpose Statements | The topic and purpose are clearly stated.  | Either the topic or purpose are clearly stated.              | Attempts to state the topic or purpose.                                 | No topic or purpose are stated.                                       |       |
| Introduction – Justification      | Importance of the topic to the entire audience is clearly demonstrated.          | Importance of the topic to the entire audience is attempted. | Importance of the topic is attempted to portions of the audience.       | Importance of the topic is not demonstrated to most of the audience.  |       |
| Introduction – preview            | The main points are clearly established.   | The main points are listed.                                  | The main points are partially listed.                                   | The main points are not listed.                                       |       |
| Body – organizational pattern     | The speaker presents a clear and logical organizational pattern.                 | The speaker uses a clear organizational pattern.             | The speaker attempts to use a pattern.                                  | The speaker is unorganized.   |       |
| Body – internal organization      | A logical and clear sub-structure within each point is utilized.                 | A logical and clear sub-structure is used in most points.    | A sub-structure is utilized in many of the points.                      | Sub-structure is either unclear or not developed in many              |       |

|                                 |  |  |   |  |  |
|---------------------------------|--|--|---|--|--|
|                                 |  |  |   | points.  |  |
| Body – Transitions              | Oral and physical transitions provide a clear relationship of one idea to the next.                      | Transitions provide a clear relationship of one idea to the next.                      | Few transitions are used.   | Transitions are not used.  |  |
| Conclusion – restatement        | The conclusion is signaled by relating the main points back to the purpose statement.                    | The conclusion is signaled by restating the purpose statement and main points.         | Either the purpose statement or main points are not clearly restated. | No restatements are made.  |  |
| Conclusion – ending             | A clear final appeal/ending, relevant to the attention-getter is used.                                   | A clear final appeal/ending is used.   | The close of the speech is signaled.                                  | The speech ends abruptly or incompletely.                        |  |
| <b>Total</b>                    |  |  |   |  |  |
| <b>SUPPORT</b>                  |  |  |   |  |  |
| Elaboration / Explanation       | Explanations are clear, interesting, well developed, and balanced.                                       | The speaker meets 3 of the criteria.   | The speaker meets 2 of the criteria.                                  | The speaker meets 1 or none of the criteria.                     |  |
| Quality of support              | Resources are timely, topic relevant, authoritative, and identifiable.                                   | The speaker meets 3 of the 4 criteria.   | The speaker meets 2 of the 4 criteria.                                | The speaker meets 1 or none of the 4 criteria.                   |  |
| Quantity / variety of support   | A variety of types of resources are used which clearly support the speaker’s ideas.                      | A variety of resources are utilized that support the speaker’s ideas.                  | An insufficient number of resources are used.                         | There are no resources used.                                     |  |
| Visual aids                     | Enhances the message, are neatly prepared, accurate, and effectively incorporated into the presentation. | Meets 3 of the 4 criteria.   | Meets 2 of the 4 criteria.  | Meets 1 or none of the 4 criteria.                               |  |
| Citation of sources             | Authorship, source, date, and relevance of all support are clearly referenced.                           | Meets 3 of the 4 criteria.   | Meets 2 of the 4 criteria.  | Meets 1 or none of the 4 criteria.                               |  |
| <b>Total</b>                    |  |  |   |  |  |
| <b>MEETING THE PURPOSE</b>      |  |  |   |  |  |
| Assignment expectations         | The speaker meets time and topic expectations.   |  |   | The speaker does not meet time and topic expectations.           |  |
| Audience Analysis               | The speaker adapts to the audience.  |  |   | The speaker does not adapt to the audience.                      |  |
| Appropriateness of presentation | The speaker’s appearance, topic, content, time, and delivery are appropriate for the presentation.       | The speaker’s topic, content, time, and delivery meet the presentation’s expectations. | The speaker has difficulty with 2 of the above criteria.              | The speaker has difficulty with 3 or more of the above criteria. |  |
| <b>Total</b>                    |  |  |   |  |  |
| <b>SPEECH TOTAL</b>             |  |  |   |  |  |

