

From Communication Apprehension to Relaxation and Emotion: How Including Indian Content in Speeches Facilitates Delivery

OER by

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From Communication Apprehension to Relaxation and Emotion: How Including Indian Content in Speeches Facilitates Delivery

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1. **Type**

This OER is a curriculum: a series of activities to be implemented during one semester in a traditional introductory Public Speaking class, classified in the Montana University System as COMX 111. What makes it different to equivalent courses is that this OER includes all the learning objectives that standard courses must accomplish in the Montana University System (MUS), plus a strong infusion of Indian content discussed and contrasted against the western methodology of delivery. Students’ knowledge will be evident during speech presentations primarily in the selection of the students’ topics but additionally on how these selections impact the captive audience.

1. **Motivation**

The motivation to design this course is to diminish Communication Apprehension (CA) in an introductory public speaking course using as a tool cultural relevance. A second aspect is to validate the usefulness of this course, particularly to those students who might see it as a mere requirement without any utilitarian purpose.

Research and anecdotal evidence indicates that CA does not particularly affect Indian students (Sharp & Drawson, 1992; Prybil et al. 2001 as cited on Pribyl et al. 1998). The strong infusion of Indian content during lectures and delivery is successful in unlearning past learned fear to speak in public.

The approaches faculty might use to diminish CA are cognitive modification, systematic desensitization, and skills training (Prybil, et al 2001; and Sharp and Drawson 1992). In short, cognitive modification refers to the ability of each individual to modify thoughts. For example, a student who is anxious before giving a speech and who might have a history of past fiascos for a change might think to himself/herself “I’m going to do wonderful in this presentation” as opposed to the possible subconscious old thoughts of “It is going to be very difficult; I’m going to be nervous.” Systematic desensitization is also a concept borrowed from psychology and also used in behavioral therapy. It explains how to remove a phobia slowly, by means of relaxation and reflection on each progressive step. In the case of a public speaking situation in a classroom setting, a student might gradually conquer a fear of confronting audiences by first just getting to the stage, the next time by just reading the delivery outline, the next by making eye contact, the next by both reading and making eye contact, and so on. Evidently, skills training refers how a person first learns, the theories of effective delivery, and then is coached in performing.

Cunningham, Lefkoe, and Sechrest (2006) describe also a theory to diminish CA with the Lefkoe Belief Process and the Lefkoe Stimulus Process. The Lefkoe Belief Process explains that feelings and behavioral patterns that lead to beliefs can be unlearned. Once a person identifies a belief, might think about other circumstances surrounding it and needs to validate it, but then reinterpret it with a new meaning. For example, a person with a phobia of spiders might think, “I have always been afraid of spiders because when I was a little boy, a big spider jumped on me; it jumped on me because I was in a dirty, dark basement, and I could not see it; it was okay to be afraid when I was eight-years-old, but now I’m eighteen, and I should not be afraid of them anymore.” According to this theory, there is no “real” meaning to an event, only the one that a person chooses to assign. Corresponding, the Lefkoe Belief Process focuses on the fact that events not only have “one meaning” but also more than “one truth.” By this, referring to the previous example of the spiders, through somewhat extensive reflection, a person might conclude that his/her fear of spiders is not linked necessarily to spiders jumping on him/her, but probably to other events that are somehow associated.

As for the Lefkoe Stimulus Process, the approach focuses on singling out the stimulus that causes an emotion. Once it is identified, through a logical effort, the condition should disappear. Continuing with the example of the spiders, if a person is able to identify what precisely is the stimulus that caused his/her fear, over time, he/she should be able to end the stimulation that causes the anxiety.

Experts believe that to diminish CA, the practice of any of these therapies is valid, but perhaps, the combination of all might be the most successful. However, they point out that in some cases speakers might never feel totally comfortable in front of an audience, but that it is possible to manage these situations, so people might not hinder themselves in their professional or academic advancement.

It is not atypical that students dread to take any introductory public speaking class due to their CA, but also because they might not see their time, effort, and money put to a utilitarian purpose. However, there is one element that this Introduction to Public Speaking class has that perhaps others might not: the strong infusion of Native content, which is the anchor that anecdotal evidence suggests helps students survive in what appears to be at first an insurmountable task. When students reinterpret their own way the western rhetorical model based on the Greek and Roman traditions, when they realize that what they have to say matters, when they “drive home a point,” and they recognize that this class it is not just a dull general education requirement but also a forum to express their ideas, beliefs, and values, the dynamic of the class turns attractive and stimulating. In my experience, otherwise, it would be hard to explain how students who first did not even want to take my class feel it is significant to share with others why it is important to recycle, to quit smoking, to stay fit, to eat healthy, to not abuse their children, or to be safe riding the school bus. In the last assigned speech of this curriculum, which is known as “The Speaker’s Choice” (a free format in which the only requirement is to speak in front of others effectively) students went as far as telling the audience how they quit abusing substances, why they returned to college, what they wanted to do in the future, or how they overcame serious illnesses. Listeners can tell that inspirational speeches like these require a lot of courage and self-confidence; in these cases the communication between the speakers and the audience is very honest, heart-to-heart. However, the more personal the communication, the higher the risk of getting emotionally loaded. In some cases, it was hard for presenters to keep their emotions in check. These speeches are of high personal exposure, so while being overwhelmed with emotion presenters not only would talk with shaky voices but in some cases in tears. Some of them stopped their deliveries and scheduled for the next session, some others left the room, and others were resilient enough to continue their delivery. In these situations what faculty can do is to comfort them and as for their grade, just give them options.

1. **IEFA**

This class was originally designed and taught at a Montana Tribal College, IEFA was not mandated as much as it was innate. Tribal Colleges in the United States exist to educate their peoples according to their own traditions. However, this curriculum could be implemented by any faculty who would want to use an effective strategy to diminish CA by the means of the infusion of Indian content (as in this case). In fact, a similar model could be adjusted to be used by faculty who wish to teach students introductory characteristics of effective delivery along with cultural content within any prominent minority in the United States.

This is the relationship that this curriculum maintains in regards to the standards of IEFA in the state of Montana.

In regards to the Montana Constitution

*Recognition of American Indian Cultural Heritage*

A great part of the content of this class is designed with the goal of incorporating the culture and traditions of all American Indians, but particularly nations in the state of Montana and more specifically the (mention nation). Studying American Indian deliveries is recognizing the cultural traditions of all these nations.

*Preservation of Cultural Integrity*

This curriculum represents a venue to honor and perpetuate the oral traditions of tribal nations. By students presenting deliveries directly related to their Indian heritage they are maintaining the vitality of language, values, beliefs, and spirituality among other cultural representations.

*All Montanans Learning about American Indians in a Culturally Responsive Manner*

Those students who have Indian heritage will have the opportunity to enhance their knowledge of past and present traditions. Those who are not will have the opportunity to establish the contact. Since everyone will participate in the discourse the gaining is mutual.

*Gaining Specific Information about Particular Tribal Cultural Heritages*

The information presented in the course and the information chosen by the students during their deliveries is specific to the ways of (mention nation).

*Honoring the Contemporary Contributions of American Indians*

In order to understand the present, it is key to refer to the past; however, the history of American Indians in Montana is permanently being written. The modern-day Indian Nations and leaders are continuously acknowledged.

1. **Materials and Technologies Involved**

Materials involved

Aside from a clear syllabus and delivery assignments, there are three essential forms to receive feedback after each delivery: feedback from the audience, from the faculty person teaching the class, and from the students themselves.

Forms to receive feedback vary on the aspects to be assessed since the delivery format and goals changes in every occasion.

Former presenters’ videos, so students can watch them prior to the presentation of each delivery, so they can assess the characteristics of effective delivery and use them as models.

The following forms are attached:

Form 1: Assignment of informative speech, audiences’ feedback

Form 2: Assignment of persuasive speech, audience’s feedback

Form 3: Assignment of impromptu speech, examples of some speech topics, audience’s

 feedback.

Form 4: Assignment for group presentation and audience’s feedback

Form 5: Assignment of speakers’ choice delivery, audience’s feedback

Form 6: Preliminary self-feedback form after each delivery

Form 7: Assignment “formal” self-feedback

Technologies involved

Access to a projector, so it could be used for faculty during lecture times and for students for delivery as one options for visual aids.

In the case of faculty, accessibility to a video camera to record all five deliveries, so students can later review them for their own feedback.

For better quality sound access to a blue tooth, or to a lapel microphone to be synchronized to the video camera.

Labeled individual mini-disks or mini-cards (each student should turn in two at least) so faculty is able to record students single and group presentations.

Students need access to a computer that has the updates to play the mini-disk or mini-cards and also to type feedback they should turn in after the impromptu speech (approximately the middle of the course) and at the end of the course.

1. **Learning Objectives/Targeted Outcomes**

Course Description

This course is designed to guide students in developing speech writing and public speaking skills. As students learn interpersonal communication skills through lectures and classroom activities, they will prepare and deliver several speeches.

Course Objectives

Students will learn and apply key elements of effective speech writing:

1. Topic selection
2. Audience analysis
3. Research
4. Planning
5. Arranging and outlining ideas
6. Creating inviting introductions
7. Utilizing effective transitions
8. Effectively supporting their positions
9. Developing compelling conclusions

Learning Outcomes

Upon completion of this course, students will be able to:

1. Prepare and present academic speeches for a variety of occasions and audiences using critical thinking skills to analyze appropriate topics and speech content.

 2. Deliver speeches in which they

2.1 Inform an audience about a topic.

2.2 Persuade an audience about a topic.

2.3 Deliver on a topic upon request without previous research.

2.4 Demonstrate ability to work in teams and organize a delivery using aids.

 3. Deliver speeches observing conventions such as proper eye contact, gestures,

 movement, posture, facial expression, and vocal delivery.

1. The ability to adapt their language style to diverse listeners using figures of speech as well as drama and cadence.
2. Learn to give constructive feedback to others.
3. Reflect on the content and presentation of their speeches, the observance of conventions, as well as strengths and weaknesses to consider in future delivery opportunities.
4. Work with others and engage in in-class discussion.
5. Use public speaking to enhance their understanding of, knowledge of, and experiences with their (mention nation) culture.
6. Compare and contrast the characteristics of Western speech rhetoric versus the Indian model.
7. To recognize speech delivery in a bicultural approach in which they will be knowledgeable about and competent in both mainstream (Western) as well as (mention nations) deliveries.

Cultural Content

This course incorporates traditional cultural ways of the (mention nation) people

including

 -Adapting content through local and traditional values.

 -Appreciating the cultural knowledge that students take with them by reinforcing its

 integrity.

-Faculty working with the students as a facilitator of the learning process.

-Connecting student’s to their history, traditions, every day lives, and their community.

-Providing experiential learning in real-world context.

-Recreating students’ experiences.

-Recognizing that there is a place in education for spirituality.

-Promoting silence and reflection.

-Fomenting cooperative learning/group work (in Indian culture the “good” of the group is more important than the individual gain).

-Promoting generosity and cooperation (students providing feedback to one another).

-Inviting cultural bearers to share their expertise and guidance.

1. **Activity or Module Sequence**

 The classroom’s setting should be in a circle, or the shape of a horse shoe.

 Fun icebreakers in days two or three are an excellent way of developing camaraderie, which will initiate trust among the future captive audience.

This is the suggested outline to ensure that students gain the information they need in order to effectively prepare and deliver their speeches.

 7.1 Class expectations

 7.2 Importance of public speaking nowadays

 7.3 Speaking with confidence

7.4 Developing a speech

7.5 Gathering and using supporting material

7.6 Introducing and concluding a speech

7.7 Organizing a speech

7.8 Delivering a speech

7.9 Outlining and revising a speech

7.10 Speaking to inform

7.11 \*Revising protocol for peers and self-evaluation

7.12 \*Discuss expectations of informative speech

 Watch a video, so students have the opportunity to see a model.

 Discuss strengths and weaknesses of video-presenter

7.15 \*Students might present outline to receive the opportunity to go over

 questions

7.16 --Informative speech

7.17 Understanding the principles of persuasive speaking

7.18 Using persuasive strategies

7.19 \*Discuss expectations of persuasive speech

 Watch a video, so students have the opportunity to see a model

 Discuss strengths and weaknesses of video-presenter

7.20 \*Students could present outline to receive the opportunity to go over questions

7.21 --Persuasive speech

7.22 Discussing the nature and characteristics of impromptu speaking

7.23 \*Discuss expectations of impromptu speech

 Watch a video, so students have the opportunity to see a model

 Discuss strengths and weaknesses of video-presenter

7.24 --Impromptu speech

7.25 ---First formal (Self-evaluation typed in an essay format)

7.26 \*Discussing (mention nation) speeches for different occasions and purposes

7.27 \*Comparing and contrasting the Western model of delivering versus the Indian Ways

7.28 \*Recreation of how traditional deliveries might have taken place

7.29 Using presentation aids

7.30 Speaking in small groups

7.31 \*Discuss expectations of group work

 Watch a video, so students have the opportunity to see a model

 \*Discuss strengths and weaknesses of video-presenter

7.32 \*Group could present project outline to receive the opportunity to go over questions

7.33 --Group presentation with aids

7.34 Using words well, speaker language and style.

7.35 Speaking for different occasions and purposes

7.36 Speaking freely and ethically

 7.37 --Speaker’s choice

7.44 Second formal (Self-evaluation typed in an essay format)

7.45 \*Discuss and recreate how Indian deliveries might have taken place; for example talking in a circle and using a *talking stick*

\*Activities

--Assignments

Students have the option to choose their topics at all times except for the impromptu speech. Faculty should present a variety of approximately 30 topics; the methodology used to choose speeches might be the “luck of the draw.” All topics will include Indian content in general and in particular of the (mention nations).

For a description of the expectations of each one of these assignments, please refer to the forms attached on number 5.

Other topics that could be included should faculty have time to fit it in the course are listening to speeches, leadership styles, or characteristics of effective meetings.

Other practice could be included as well are small group activities having students to research short essay assignments about memorable Indian speeches outlining the importance of the topic, the context, or the significance of the delivery.

1. **Review and Revision**

It is definitely a challenge to include all the learning objectives of a traditional freshman introductory Public Speaking course (in this case in alignment with the learning objectives of the FLOC Montana system) plus the time dedicated to include information about Indian speeches and the distinctions between the Western delivery methodology and the Indian ways. Time is precious, so the faculty person would need to make the best of it.

Anecdotal evidence suggests that some of the tools to diminish Communication Apprehension in the course are the inclusion of Indian content and the opportunity students have to express themselves. It seems in some cases this class could be used as a vehicle to have their voices heard, like in cases, where some students have bottled up their opinions.

The question is what moves these students to grow from avoiding the class to then use it as a platform to speak their minds even when in some cases it takes a sad detour? According to John “Frenchy” Dillon, Psychologist and former Head of the Psychology and Human Services Departments at Aaniiih Nakoda College, “The expression of students’ emotions out of control is in many cases derived from historical trauma. Indians have emotional generational issues that have not been resolved; I think that in the case of a public speaking situation, students should try to collect themselves and deal with their emotional situations at a different time and place with the help of a trained specialist.” It has been extensively documented that also due to the often complex family dynamics of many Indian students, they are more susceptible to continue experiencing a form of oppression and therefore definitely would have more to say about themselves and their communities. In any case, the students expressiveness during some presentations is unplanned (some students in their feedback forms have reported “I thought I could do it without crying) and all the faculty person can do in these cases is to comfort them.

A suggestion for faculty who would like to implement a similar model is to caution students about the topics they might choose in regards to their emotional involvement. Faculty shouldn’t impose restrictions on this aspect, but students themselves shouldn’t engage in topics that are profoundly emotional to them, to the point in which they will not be able to keep their emotions in check. Too much engagement in a personal topic should be dealt with at another time and place.

Additionally, for those students who would like to step out of the classroom, it would be wonderful that their communities would provide them with an informal forum to have their voices heard. It would be ideal that a licensed counselor would attend in case anyone needs attention--advocacy over time transforms into activism.

Public speaking boosts students self-confidence, which is an aptitude very much needed in today’s academic and professional world. Furthermore, speaking to others about what presenters believe matters in the past, present, or future, or to help others sharing their trials, tribulations, or successes is a way of honoring Indian traditions because by doing this speakers legitimize voices that in the past were quieted.

1. **References**

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Program in Reducing Public Speaking Anxiety. *Japanese Psychological Research,* 43, 148-155. http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-5884

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70. Retrieved from <http://www.health.com/health/>

1. **Form 1 – Informative Speech**

Student Name

Intro to Public Speaking, Speech #1

Professor - - - - -

Date of Speech

1. You must include at least 3 sources to support your position.
2. Your speech should last 5-7 minutes.
3. Please present the proposal outline as the following example:

Topic: The Significance of Smudging in Native American Nations

General Purpose: To Inform

Specific Purpose: At the end of my speech, the audience will be able to identify three principles that will help them to understand the significance of smudging.

Central Idea: Smudging is Native American practice that primarily is performed with the purpose of cleansing.

 (Hypothetical Illustration)

Introduction: I. Imagine it is the time before settlers in this land and there is a group of people gathering to pray. Out in the distance, you see they are burning something. Although you can’t understand what they are saying or what they are doing, you have the feeling that whatever it is, it is good, since the action releases a sense of comfort.

 Three aspects that will help you to gain information about smudging

 II. What is smudging?

 III. Cleaning and purification

 IV. Additional benefit of smudging

 Add Preview

Body:

1. What is smudging?

A. What is smudging and why Native Americans smudge

B. Plants used for smudging in different Nations

 1. Sweetgrass

 2. Sage

 3. Cedar

 Add Transition or Signpost

1. Cleaning and purification

 A. Mind

 B. Body

 C. Surroundings

 Add Transition or Signpost

1. Additional benefit of smudging

 A. Relaxation

 Add Summary

Conclusion: I. Today I’ve identified three key aspects to better understand smudging

1. What is smudging
2. How purification works
3. Additional benefit of smudging

 II. Now, let's go connect the past to the present

1. Despite the hard experiences Native Americans have endured, smudging is a traditional practice that survives. People in this day and time continue experiencing it and enjoying all the benefits, even those who aren’t of Native American descendant.

(List at least three sources of information either using the APA or the MLA documentation system)

1. **Form 2 – Persuasive Speech**

Student Name

Intro Public Speaking, Speech #2 - Persuasive

Faculty - - - - -

Date

1. You must include at least 4 sources to support your position.
2. Your speech should last 6-8 minutes.
3. Please present the proposal outline as the following example:

Topic: Understanding the Negative Message of Wearing Native American

 Halloween Costumes

General Purpose: To persuade

Proposition: Commercialization of Native American Halloween costumes reports

 discomfort in the Native American community and affects everyone.

Specific Purpose: After listening to my speech, the audience will recognize why wearing

 Native American Halloween costumes is undesirable.

Introduction: - Hypothetical situation, people wearing costumes erroneously

 representing different religious Christian leaders and saints.

 PREVIEW

In my speech today, I’ll elaborate on why wearing Native American Halloween costumes is a concern.

1. It is a lack of respect
2. It perpetuates stereotypes
3. It is a form of exploitation

Main Ideas: I. It is a lack of respect

1. Sacracy and significance of different elements
2. Head piece
3. Sexualization of minorities
4. Men
5. Women

Add a summary and preview

1. Perpetuation of Stereotypes
2. The negative impact of stereotypes

Add a summary and preview

1. Commercial Exploitation
2. A form of cultural appropriation
3. Data from sales from the US Federal Trade Commission

SUMMARY

Conclusion: In this speech, I have given three reasons why wearing Native American Halloween costumes is detrimental not only for the Native American community but also every person in this country: it entails lack of respect, it perpetuates stereotypes, and it also constitutes commercial exploitation.

* Concluding by emphasizing respect, cross cultural understanding, and peace.
* Thank the audience

(List at least four sources of information either using the APA or the MLA documentation system).

1. **Form 3 – Impromptu Speech**

Student Name

Intro Public Speaking, Speech #3 - Impromptu

Faculty - - - - -

Date

1. Impromptu speeches have been described as “thinking on your feet” or “speaking off

 the cuff” therefore, you don’t need to do any kind of research or preparation.

1. You are only expected to deliver between 3 to 4 minutes.
2. Your topic will be determined by the “luck of the draw.” All topics will be referring to Indian cultural aspects.
3. Here are some considerations when it comes to impromptu speeches:
4. Consider your audience.
5. Organize your “mental notes” between the time you are assigned a topic and the time you step in to present.
6. Speak with honesty from personal experience and knowledge, but cautiously.
7. There is a high expectation of maintenance of eye contact since you will have no written outline to refer to.
8. **Form 4 – Group with Prompts Speech**

Public Speaking, Speech #4 – Group Speech with Prompts

Faculty - - - -

Date

Name of the Group\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group Members \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic:

General Purpose:

 or

Specific Purpose:

If Informative, Central Idea:

If Persuasive, Proposition:

Introduction:

Body:

(Main Ideas) I.

 II.

 III.

Conclusion:

Group Facilitator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the aides that apply to your speech. Every group member must use at least one different aid during delivery. That is, everyone can rely on power point but other aids should be should be used as well.

Three-Dimensional- Objects, models, people

Two-Dimensional – Drawings, photographs, slides, maps, graphs, charts, flip charts, board, over head transparencies, power point.

Audiovisual – Video tapes, movies, audio.

1. **Form 5 – Speaker’s Show Speech**

Intro to Public Speaking Policy

Brief Guidelines for Speech #5 – Speaker’s Choice

I. Assignment

It is almost the end of the course and by now you have acquired several communication tools that give you more confidence in front of an audience. For this assignment, the intention is to show you this class can have a very practical use in your professional and personal life. We are going to step out for a moment of the limits of the textbook, so as a speaker you can explore a very individual and creative use of what you learned in this class.

In reality almost any situation in which you address an audience could be considered an opportunity to use your abilities as a speaker. Consider these ideas for your final speech.

* A story (American Indian Oral Tradition)
* The dynamic of a talk show
* Interview
* Political speech position
* Declamation
* Business report
* Scientific report
* A comedy routine
* VJ presentation/ Television commentator
* DJ presentation/ Radio commentator
* Book, movie, or song presentation
* Inspirational speeches
* Some speeches for special occasions: keynote addresses, commencement addresses, commemorative addresses, tributes, and eulogies.

II. Exceptions

A few exceptions apply in this assignment:

1. **No impromptu speeches, please.**
2. **Speeches that were planned and delivered for other classes or other purposes will not be accepted.**
3. Racist expressions, vulgarisms, offensive and bad words are not allowed under any circumstances.
4. As we discussed in class, if you decide to present a speech with visual aids, please don’t bring to class prohibited objects such as drugs, drugs paraphernalia, guns, knives, and so on. Remember that your solution is to present models, pictures, or posters.

III. Time

1. For the special projects that you come up with, (namely those that we haven’t done in this class) you will assign the time to yourself—but please do it with logic. Otherwise use as a guideline the time assigned in class for every specific speech.

IV. Miscellaneous Information

* Please feel free to use your creativity within the limits of the classroom. Bring visual aids, music, prompts, wardrobe items, simple pieces of furniture, or even make-up in order to deliver your piece in the most effective manner.
* If needed, please provide a brief introduction (of no more than one minute) to explain to the audience what you are going to present (this time will not be counted as part of the assignment).
* You can work with a partner or with a small group (but you still need to fulfill the time in your proposal) but you will be the only one graded. Exceptions could be considered such as in the case that all participating speakers contribute the same amount of time.
* In keeping with the college’s goal of incorporating the cultural component in the classroom, students are strongly encouraged to explore and share elements of their cultural heritage.
1. **Form 6 – Feedback Immediately After Delivering a Speech**

Feedback Immediately After Delivering a Speech

 Student Name

 Speech Number and Speech Title

1. You just delivered your speech! How did you feel?
2. Are you satisfied with your delivery?
3. What did you learn?
4. What would you do differently?

 5. Is there anything else that you want to add?

1. **Form 7 – Self-Evaluation**

Intro to Public Speaking

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Self-evaluation

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assignment:

-Using the recording of the informative **or** persuasive speech **and** the impromptu speech, write a self-evaluation of your performance. Write an essay answering these questions. Please feel free to expand on them or other points that you consider appropriate. Use as a guideline the lectures we have had.

- The idea of doing this assignment is to do a self-analysis, so you can make improvements in the future. Avoid focusing only on your weaknesses. Don’t forget to also list your strengths!

- Use the MLA or the APA essay guidelines. Handwritten self-evaluations will not be accepted.

- Write **at least two** pages (one for the informative or persuasive speech, at least half of a page for impromptu and at least half page for number III).

- At the beginning of your essay indicate the speeches that you will be analyzing.

- If you missed the classroom delivery of one or two speeches, then you will need to write on what you have recorded or what you remember.

**I. Informative OR Persuasive Speech**

 **A. Analyze What You Presented**

As to the content of the speech:

- Did my speech have an introduction, body, and conclusion? Were they sufficient? Well organized?

- Did I get the audience’s attention in the introduction? Did the audience show interest in the body of my speech? Did my conclusion provide a closure?

- How did I support my speech? Did I use illustrations? explanations? definitions? analogies? statistics? opinions?

- What about memorable structures? figurative Images (metaphors and similes? personification?) drama? (short sentences to express a vitally important thought? omission? inversion? suspension?) cadence? (parallelism? antithesis? repetition? alliteration?)

- Was my speech adapted to my audience? Did I take into consideration age, gender, sexual orientation, culture, ethnicity, etc.?

- What was the feedback that I received from my audience? What were the nonverbal and verbal responses? the surveys?

As to the delivery of the speech:

-Was the delivery effective?

- Eye contact?

- Appropriate gestures? appropriate facial expressions?

- Movement around the podium while I was delivering my speech? appropriate?

- Posture? slouching?

 - Vocal delivery

 - Adequate volume?

 - Articulation adequate? (speaking clearly)

 - Appropriate speech? (high and low sounds)

 - Rate. Too slow? Too fast?

 **B. Future Presentations**

 If the opportunity were given to me to present the same speech again, what would I

 do differently to improve it?

**II. Impromptu Speech**

1. **Analyze What You Presented**

As to the content of the speech:

- Did I organize “mental notes” to be developed as my main ideas?

- Given the nature of the speech, were the main ideas somewhat organized in introduction, body, and conclusion?

- What pattern did I follow? A chronological pattern? A topical pattern?

- Did I use illustrations? anecdotes? Did I use my own experience?

- Was my response honest to the topic that I was assigned?

As to the delivery of the speech:

- Was the delivery effective?

- Did I maintain direct eye contact with the audience all the time?

- Appropriate gestures? facial expressions?

- Movement around the podium while I was delivering my speech? appropriate?

- Posture? Did my body communicate significant information?

- Vocal delivery

 - Adequate volume?

 - Articulation adequate? (speaking clearly)

 - Appropriate speech? (high and low sounds)

 - Rate, too slow? too fast?

 **B. Future Presentations**

 If the opportunity were given to me to present the same speech again, what would I

 do differently to improve it?

**III. In general, what did I learn in this class? (or what would I have liked to learn?)**