Guidelines for a Presentational Aid Speech

After reading Chapters 15 on “Speaking to Inform,” Chapter 14 on “Using Visual Aids” and Chapter 5 on “Selecting a Topic and Purpose” in the Stephen Lucas text, decide upon a general topic for this first graded speech. Prepare a 5 to 7 minute speech to inform on this subject and make use of at least one type of presentational aid mentioned in Chapter 14 of the Lucas text. Be creative and devise presentational aid(s) that will arouse and maintain your audience’s interest during the speech, help clarify your ideas, and evoke their recollections of your message after your speech is over. Use the steps in preparing a speech discussed in the text and class, and follow the author’s guidelines for using presentational aids.

Objectives of the Assignment are:

1. to give knowledge of something: explain a process, an event, an object or a concept.
2. to give the listener a greater "understanding" of the topic by thoroughly developing your ideas.
3. to substantiate the main points. Do this by citing information from at least two different sources.
4. to tell listeners—as opposed to reading—by working from a speaking outline and knowing the details well. Eye contact is important.
5. to deliver your message with energy, exhibit preparedness and organization, and to demonstrate the mental set of "wanting" to share.

Specifics of the Assignment:

1. Your speech should be 5 to 7 minutes in length. (I will deduct up to 10% of the total points allocated for this speech for exceeding the time limit.)
2. Your speech should have a distinguishable Introduction that includes the Central Idea and Preview, a Body, and a Conclusion.
3. You should draw up a full-sentence Preparation Outline with a bibliography of at least two different sources.
   • See Chapter 11 of the text for guidelines on composing your preparation outline and bibliography.
   • See the sample outline in the text as an example of how the outline and bibliography should look. Use either the MLA or APA formats. (A sample preparation outline can also be found on my faculty website: http://www2.palomar.edu/users/kfritts/)
4. To get credit for your Preparation Outline and bibliography, you’ll need to turn them in at the beginning of the class period during which you are scheduled to speak. (I suggest you do not try to speak from your preparation outline; use a “key word” speaking outline.)
5. Deliver the speech extemporaneously—practiced but not memorized. Although two or three note cards are acceptable, memorization or manuscript reading are not. A speech delivered with extensive reading will receive a point deduction up to 10% of the total points allocated for this speech.
6. This speech will be video-taped, so bring a flash-drive (1 GB minimum), and submit it along with your preparation outline at the beginning of the class during which you are scheduled to speak.

**Grading:**

This informative speech using a presentational aid is worth 150 points (15% of your total grade for the course.) See the Rubric I use for speech evaluation in your Course Syllabus.

**PRESENTATIONAL AID SPEECH — GRADE SCALE BASED ON 150 points:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score Range</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>93-100%</td>
<td>140-150</td>
</tr>
<tr>
<td>A -</td>
<td></td>
<td>90-92%</td>
<td>135-139</td>
</tr>
<tr>
<td>B +</td>
<td>Very Good</td>
<td>87-89%</td>
<td>131-134</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>83-86%</td>
<td>125-130</td>
</tr>
<tr>
<td>B -</td>
<td></td>
<td>80-82%</td>
<td>120-124</td>
</tr>
<tr>
<td>C +</td>
<td>Fair</td>
<td>77-79%</td>
<td>116-119</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable</td>
<td>73-76%</td>
<td>110-115</td>
</tr>
<tr>
<td>C -</td>
<td></td>
<td>70-72%</td>
<td>105-109</td>
</tr>
<tr>
<td>D +</td>
<td>Passing (barely acceptable)</td>
<td>67-69%</td>
<td>101-104</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>63-66%</td>
<td>95-100</td>
</tr>
<tr>
<td>D -</td>
<td></td>
<td>60-62%</td>
<td>90-94</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0-59%</td>
<td>0-89</td>
</tr>
</tbody>
</table>

There will be no time for make-up speeches during class. I will consider a before-class make-up speech *only* if it is an extreme emergency, and *only* if you can substantiate the nature of the emergency and that you were prepared to give the speech at the assigned time.

I will give a lower grade to the speech that is not accompanied by a preparation outline, or an outline that does not meet the assignment’s guidelines. (For example, expect a lower grade if your preparation outline does not meet the guidelines found in our textbook, or your outline does not include an MLA or APA formatted bibliography of at least *two* different sources.)

**Some tips:**

Get involved with your subject; select something that is of interest to you and to your audience. Practice delivering your speech out loud; try practicing in front of another person, a mirror or a voice-recorder. Remember to time yourself as well!

Contact me if you have any questions regarding this assignment. You are here to learn from your successes, and find out areas you need to work on. Approach every lesson with the attitude that is a learning experience. Don’t think about it so much that it gets blown out of proportion —just DO IT!! 😊

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Attached are two half-sheets from the *Diagnostic Check Sheet* that is found on my faculty website. After reading the assigned chapters for this speech and reviewing the assignment’s guidelines above, decide upon a general topic for this first graded speech and construct “Specific Purpose” and “Central Idea” statements.

Use the half-sheets to identify your topic, and the “Specific Purpose” and “Central Idea Statement” for that topic. You’ll find the guidelines for these critical elements of the speech preparation process in Chapter 5 on “Selecting a Topic and Purpose.” (There are two half-sheets attached, so keep a copy for yourself because one half-sheet should be submitted at the beginning of class on the assigned day.)

If you have *any* questions, be sure to see me either before or after class, or email me at kfritts@palomar.edu or palspeech@icloud.com

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(Keep the top half for yourself; turn in the bottom half to me.)

Diagnostic Check Sheet:

_____ Topic: ______________________________________________________________________

_____ Specific Purpose Statement: ___________________________________________________
_________________________________________________________________________________

_____ Central Idea Statement: _______________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Name: ________________________________

Diagnostic Check Sheet:

_____ Topic: ______________________________________________________________________

_____ Specific Purpose Statement: ___________________________________________________
_________________________________________________________________________________

_____ Central Idea Statement: _______________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________