Developing Future Pastors To Be Effective Public Speakers:
Public Speaking Course 101

A Thesis Project

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By

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Abstract

Seminaries are schools and colleges that prepare students to become priests, ministers, rabbis, or religious leaders. Seminaries prepare pastors for the roles they will hold within the church and community. The influence pastors have on the public has declined in today’s generation. One study suggests “athletes have more influence than pastors” (Thomasos, 2013). The need for pastors to be able to speak publicly and engage an audience is vital to getting their doctrines and beliefs heard beyond their church walls.

The seminaries should require pastors to complete a semester-long course in public speaking. This course would emphasize methods that allow pastors to differentiate public speaking based on the audience and event. Public speaking is more than homiletics, sermons and bible studies. The communication techniques within the public speaking course will allow for enhancing the audience’s personal perspective of the speaker as well as eye contact, body language, voice fluxion (including rate and tone) and presentation.

The understanding of Aristotle’s Triangle and Communication Model will be used in aiding the students’ understanding of public speaking. The Social Judgment Theory will be the basis for helping a student learn to speak with persuasion, presence and clear objectives. The overall goal is to make pastors comfortable with their public speaking abilities and educating them on various techniques and skills while speaking publically.
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CHAPTER 1: INTRODUCTION

According to a Pew Research Center report, “America’s Changing Religious Landscape” (in Grossman, 2015), Christianity is declining in the United States: the “two largest protestant denominations... are each down 1.4 to 1.5 percentage points”. Most Latin Americans identify themselves as Catholics, but this identification is changing, with some Latin Americans deciding to not claim a religion ("Survey Shows Church Decline", 2014). American pastors clearly have their work cut out for them as religion is slowly becoming unimportant. A public speaking course (rather than homiletics) for new students in seminary would increase their ability to speak to the general public and get their beliefs and doctrines heard. If new pastors enter into their new communities with the ability to speak effectively and communicate confidently, the public has a higher rate of positive response to their message.

Importance of the Study

Previously, pastors tended to their immediate community; however, today pastors need to think globally. Pastors’ sermons and sermon deliveries can be posted online, allowing their ministry to reach past the immediate community. Society previously consisted of what was immediately around an individual. Now, society is global. The use of the Internet and mobile devices has changed the world by bringing various cultures, ethnicities and various societal norms to the attention of those who access it. As the true melting pot of the world folds together, pastors need to meet needs and reach people through various avenues of public speaking. Each avenue offered through public speaking offers its own challenges. Some basic challenges might include, for example, the variety of jargon, lingo, slang or vocabulary used in different cultures. By the same
token, doing a podcast for the church requires different essential elements than speaking to donors for a building project.

**Statement of the Problem**

Today's pastors need to get their doctrines and beliefs heard. The voice of their church beliefs will fade and become clouded with multiple religions, varying entertainment and worldly distractions. The voice of the church needs to be presented in a way whereby the world will hear the message. The Bible mentions: "He (Jesus) said to them, 'Go into all the world and preach the gospel to all creation'" (Mark 16:15). Other religions have similar commands that require pastors/priests to tell the world of their gospel. If pastors/priests are unable to communicate publically, their command to reach "all creation" will be unattainable.

**Definitions of Terms Used**

Throughout the remaining chapters of this thesis, there are important terms that will be used, and are defined as follows:

**Seminary Students:** Students are individuals who are engaged in a learning process. Dictionary.com defines a student as “any person who studies, investigates, or examines thoughtfully” ("Students", n.d.). People attending seminaries are students learning their doctrines and beliefs.

**Pastors:** Used here in the context of individuals who oversee churches and religions. A pastor is defined as “a minister or priest in charge of a church, a person having spiritual care of a number of persons” ("Pastors", n.d.).
Communities: Communities will be used in the context of a large number of individuals who share a common living landmass, cultural or historical heritage. Within the definition of communities is a commonality of shared government, characteristics and interests. Communities are where pastors will live and become part of once they leave seminary.

Public: Public will refer to the population of individuals within a community, in this case restricted to anyone not currently attending a church or part of a religion.

Social Judgment Theory: Social Judgment Theory is defined as “self-persuasion theory” (Brambilla & Leach, 2014) proposed by Carolyn Sherif, Muzafer Sherif, and Carl Hovland. The theory states that there is a perception and general evaluation of a concept or idea as well as a comparison with current attitudes given by society. The Sherifs' approach explains Social Judgment in the form of an attitude affected by one's personal cognitive map or self-ego (Petty, Cacioppo & Haugtvedt, 1992). The general attitude toward pastors is typically a high regard, and it is that attitude that will help aid pastors in being heard during their public address.

Aristotle’s Model of Communication: Aristotle’s Model of Communication emphasizes the importance of the role of the audience (Garver, 1986). This model of communication is focused more towards public speakers rather than those who communicate interpersonally. Aristotle’s Model of Communication is formed with five basic elements: Speaker – Speech – (occasion) - Audience – Effect. The speaker must tailor his/her speech and analyze the audience’s needs before presenting.

Communication Accommodation Theory: Howard Giles, a professor of communication at the University of California, created the Communication
Accommodation Theory. This theory emphasizes or minimizes the social difference between individuals and how they chose to communicate with others different from themselves. As individuals, we can choose to be convergent (changing our communication style to reach those listening) or divergent (communicating in a way that shows clear difference in communicating styles): “Effective communicators do not communicate the same way in all situations; rather, they adjust the style and content of communication to suit their goals in context” (Gasiorek & Giles, 2015).

**Organization of Remaining Chapters**

The remaining chapters are organized as follows: a review of existing literature, the scope and methodology of the project, a proposed communication class, and a summary and conclusion. The second chapter will be the literature review, which will form the basis for the argument that an introductory public speaking communication course, specifically designed for students in seminary, will benefit these students in their careers as pastors. The third chapter will focus on the scope and methodology and discuss the benefits of a well-prepared speaker in a community. The curriculum being proposed will be discussed in chapter four, with an example of a basic curriculum for instructors. There will be samples in the Appendix: a Syllabus, Sample, Lesson Plan, Sample PowerPoint for Lesson, Sample Rubric for Speech Outline and Sample Rubric for Speech Delivery.
CHAPTER 2: REVIEW OF LITERATURE

Philosophical And Ethical Assumptions

Why should students in seminary have a public speaking class? Just because a pastor speaks publically, it does not make said pastor a good public speaker. There have been individuals who sit in a church service and cannot wait for it to end. The preacher may have real insight, but if the delivery fails, the message is not received. The pastor with poor delivery skills will have a tough time holding an audience in a public, non-church setting. A great many magazine articles have been written, aimed at pastors, proposing to improve a pastor’s ability at public speaking. Perhaps these articles are written because pastors are not able to speak effectively from the pulpit, let alone in public.

Most religions have a command similar to that stated in Mark 16:15 from the Bible, which says, “He said to them, ‘Go into all the world and preach the gospel to all creation’”. Rick Warren, known as ‘America’s Pastor’, wrote a best-selling book, The Purpose-Driven Life. This book focuses on developing a relationship with God in order to improve one’s life, to live a life of virtue. Warren’s message is simple: “God loves us and has a purpose for us all” (in Kaminer, 2005). Many students in seminary may become pastors, and their goal will be to tell the world about their god and encourage others to believe: that is their purpose. Warren wrote, “God loves us all and wants to be loved back” (in Kaminer, 2005). If pastors are unable to keep those who believe in their god interested in developing that relationship due to poor public speaking skills, they will have a harder time reaching those outside their church walls.
Toast Masters International produced a helpful guide to public speaking, stating within,

First impressions are critical. People meeting for the first time form immediate judgments of one another that forever color their relationships. When you present a speech, you’ll be judged by the people in your audience, and the initial impression you make on them will directly affect the success of your presentation. ("Gestures Your Body Speaks", 2011)

Ronald Arnett stated, “Communication brings philosophy into human action” (2004). For pastors who live their standards by the Bible, James 3:1 (“Not many of you should become teachers, my fellow believers, because you know that we who teach will be judged more strictly”) should show the importance of living a virtuous life. Other religions have similar standards they require for priests or pastors, and the standards for pastors are above those who attend their churches and the general public. How can pastors live virtuously, and what does it have to do with their public speaking? When audiences listen to a pastor, they should receive the message from someone who is virtuous and is delivering a speech that is for the best outcome. A pastor’s conduct, thought and actions should live out their own philosophies and theologies.

“Aristotle believed that in most instances right action lay in the intermediary point between two extremes of excess and lack, the golden mean” (Rivera, 2005, para. 1). Aristotle made the assumption that virtue is between the two vices. (Griffin, 2011). For Aristotle, vices are the extreme of behaviors. The following chart gives a good example of how Aristotle would define the golden mean – balance of those who are virtuous.
Aristotle’s Concept of the Golden Mean

<table>
<thead>
<tr>
<th>Vice - Deficiency (-)</th>
<th>BALANCE</th>
<th>Vice - Excess (+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cowardice</td>
<td>COURAGE</td>
<td>Rashness</td>
</tr>
<tr>
<td>Stinginess/Miserliness</td>
<td>GENEROSITY</td>
<td>Extravagance</td>
</tr>
<tr>
<td>Sloth</td>
<td>AMBITION</td>
<td>Greed</td>
</tr>
<tr>
<td>Humility</td>
<td>MODESTY</td>
<td>Pride</td>
</tr>
<tr>
<td>Secrecy</td>
<td>HONESTY</td>
<td>Loquacity</td>
</tr>
<tr>
<td>Moroseness</td>
<td>GOOD HUMOR</td>
<td>Absurdity</td>
</tr>
<tr>
<td>Quarrelsomeness</td>
<td>FRIENDSHIP</td>
<td>Flattery</td>
</tr>
<tr>
<td>Self-Indulgence</td>
<td>TEMPERANCE</td>
<td>Insensibility</td>
</tr>
<tr>
<td>Apathy</td>
<td>COMPOSURE</td>
<td>Irritability</td>
</tr>
<tr>
<td>Indecisiveness</td>
<td>SELF-CONTROL</td>
<td>Impulsiveness</td>
</tr>
</tbody>
</table>

(Aquileana, 2014)

While pastors living a virtuous life will motivate people to listen to what they have to say, how they express themselves is just as important. A public speaking course will help develop the persuasive aspect of speech, as well as sensitivity to ethical and cultural differences. In keeping with Aristotle’s Golden Mean, there are a few means that will help develop a student’s public speaking ability as the student evolves into a pastor.

<table>
<thead>
<tr>
<th>Vice - Deficiency (-)</th>
<th>BALANCE</th>
<th>Vice - Excess (+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vague</td>
<td>Articulate Clearly</td>
<td>Overly Exaggerated</td>
</tr>
<tr>
<td>Submissive</td>
<td>Respectful</td>
<td>Rude</td>
</tr>
<tr>
<td>Fictitious</td>
<td>Factual</td>
<td>Circumstantial</td>
</tr>
<tr>
<td>Overly Passionate</td>
<td>Unbiased</td>
<td>Prejudice</td>
</tr>
<tr>
<td>Words Produce Anger</td>
<td>Words Produce Harmony</td>
<td>Words Produce Acceptance</td>
</tr>
</tbody>
</table>

Pastors need to communicate an understanding of differences in cultural and ethical perspectives when speaking publically, not allowing one’s own personal belief to dominate the greater good. When developing a public speech, it is important to think about the Public Speaking Golden Mean.
Theoretical Basis and Literature

Students entering seminaries go in with the ideas and ambitions of building strong biblical knowledge and the ability to lead a church. The courses offered in seminaries cater to Bible knowledge, the theological beliefs of their religion, policies and procedures within their ecclesiology, understanding financial responsibilities, homiletics (the art of preaching) and general education. The philosophical basis for effective public speaking will focus on Aristotle’s three elements needed for effective public speaking: ethical (ethos), emotional (pathos) and logical (logos). Ethos focuses on the character of the speaker, and caters to the listeners/audience. Pathos is how the speaker reaches his or her audience through the feeling the speech draws out of those listening. Logos is how well the speechwriter can outline his/her argument within the speech (Demirdogen, 2010).

Adult teaching methodologies will be used to help students keep their message the same but cater it to the given audience. Elements of persuasive speaking will be taught. Aristotle’s Model of Communication will be used as a guide to keep the focus on public speaking techniques and skills. The importance of the message will stay the same, but students will learn to present in order to have the audience hear the message. The ultimate goal will be for students to understand techniques and skills to present well in public.

Clear communication will aid pastors in getting their doctrines and beliefs into their communities. Effective communication through a well-delivered speech and presentation will help build the credibility of the pastors in their community. The course will also aim to help seminary students overcome their fear of public speaking through techniques and
skills that build confidence and aid pastors to fulfill their goal of reaching the world for Christ, or whatever deity they serve.

The literature review will cover a curriculum that will support public speaking basics for the adult learner. The basic concepts will include:

1. Elements of Public Speaking through Aristotle
2. Social Judgment – Opinions Matter

*Elements of Public Speaking Through Aristotle*

Shepherd, John & Strifhas state that communication is “techne”:

Aristotle most famously designated techne as practical art and practical knowledge. For him, techne meant both the process of producing things in the world (crafts, for instance) and the capacity of knowledge for contingency – practical knowledge – that allows and accounts for that production. (2006, pg. 91-92)

Techne is the craft or art of anything. For the purpose of this project, techne will be the art of public speaking and putting the practical knowledge into practice for pastors. The students will thus learn the “techne” (art and practice) of public speaking. Aristotle’s Rhetoric Triangle will be the basis for the curriculum, focusing on the speaker’s ability to communicate effectively with the audience. Public speaking needs to be blended with the power of persuasion. Demirdogen (2010) stated “persuasion is achieved by the speaker’s personal character when the speech is so spoken as to make us think him credible… his character may almost be called the most effective means of persuasion he possess” [sic] (p. 191). The rhetoric of Aristotle is based on three elements (Griffin, 2011): ethical
(ethos), emotional (pathos), and logical (logos). Griffin (2011) states in his book *A First Look At Communication Theory*, “Aristotle raised rhetoric to a science by systematically exploring the effects of the speaker, the speech, and the audience” (p. 289). A simplified view of Aristotle’s Method of Communication here (from “Aristotle's Communication Model”, 2011):

Aristotle’s method is in favor of the speaker influencing the audience. It is by the use of Aristotle’s elements, or proofs (Griffin, 2011), that the art/design of a speech will be assembled. See the diagrams:

Diagram A: Rhetorical A

Diagram B: Aristotle’s

Within this course, the instructor will focus on the how and why questions, which will need to be answered through the elements of what is now called Aristotle’s Triangle. The how and why questions will be focused toward aiding in the persuading of others to listen to what the pastors have to say. David Wright (n.d.) from Furman University simplifies the Rhetorical Triangle as laid out in diagram A. Students will identify each element or proof of Aristotle’s triangle and apply each element to the speech they will design. Using this method will help the students construct speeches that will persuade the public to listen.
According to Aristotle, apart from the character, the artistic proofs a persuader used along with his/her reputation and image, all added up to create his/her charisma or ethos. Nonverbal messages like the speaker’s physical appearance, as well as his reputation and the way he delivered his speech will contributed to ethos to some degree. (Demirdogen, 2010, p. 192)

The course will aim to help develop the speakers' ethos, developing their credibility, building their confidence and ultimately affecting their public image. With their image and character trusted in the community, hopefully their ability to logically (logos) speak will aid them in a way that they will be heard by the audience (pathos).

**Ethos/Author:** Developing the credibility or character presenting the speech. Students will be taught tools that will aid in developing a speech that is received through various elements: body language, eye contact, voice control and presence.

**Pathos/Audience:** Developing a speech that appeals to the passion, interest and emotions of the audience. Students will receive techniques for developing a speech that will include understanding “virtues like justice, generosity, courage, gentleness and wisdom” (Demirdogen, 2010).

**Logos/Text:** Developing the speech through logically assembling an argument that will appeal to the audience. The students will receive skills that will help them “assess their information – processing patterns” to understand their audiences' needs and wants: “Aristotle advised persuaders to use syllogistic arguments (enthymemes) in which the major premise was already believed by the audience” (Demirdogen, 2010). The speech or
text will be written with a form of persuasion so the pastors are able to get their message heard.

Once the speech is designed, it will be used in the terms of Aristotle’s Method of Communication. This pairing will help to persuade others to listen to the pastor. The speaker (ethos) will prepare his/her speech (logos) for the occasion (pathos/audience), directing the speech to the audience and working toward the end result/effect (being an effective public speaker for change).

Social Judgment – Opinions Matter

The pastor’s message to the public undergoes “judgment of the message” (Griffin, 2011, p. 197) which outlines how the public or people will accept the message. The message pastors are sending can be received through different latitudes, expressed through Social Judgment Theory. Social judgment is defined as “perception and evaluation of an idea by comparing it with current attitudes” (Griffin, 2011). As students become pastors, they are going to need to understand how to speak to audiences with different doctrines and beliefs. These pastors will create speeches that will attempt to persuade those audiences to accept or become open to what is being shared. Social Judgment involves perception and evaluation; students will learn to use the art of persuasion in order to sway the public’s opinion.

Demirdogen wrote an article entitled “The Roots of Research” (2010); although Demirdogen speaks directly to the political side of persuasion, pastors can use the same concepts to urge the public to accept their beliefs and doctrines. Demirdogen states,
Politics is often defined as the art of government; in that sense the central aim of political interaction can be stated as persuasion. It is often claimed that politics is exciting because people disagree. They disagree about how they should live; who should get what? How should power and other sources be distributed? Should society be based on cooperation and conflict? And so on. (Demirdogen, 2010)

If you replace the word politics with religion, the persuasion to get others to accept another view could be applied: “[p]olitics is, above all, a social activity, at the center of which lies a dialogue searching the ways and means of finding solutions to subjects of disagreement. Persuasion lies at the core of this activity” (Demirdogen, 2010, p. 191). This comment could be used for pastors who need to “find solutions to subjects of disagreement” (Demirdogen, 2010, p. 191).

Pre-existing opinions also matter. Social Judgment Theory shows how people have opinions or anchors of beliefs that encompass who they are. It is the job of the pastor to reach those peoples' anchors and move them to accepting a given doctrine or belief.

Persuading others to change their belief. Please see diagram A:

**Horizontal Line:** Represents the spectrum of beliefs that an individual holds.

**Heart:** Represents the individual's current belief

**Parallel Lines:** Represent endless beliefs that others hold.
**Green Box:** Represents the latitude of acceptance. Griffin describes the latitude of acceptance as “the range of ideas that a person sees as reasonable or worthy of consideration” (2011).

**Red Box:** Represents the latitude of rejection. Griffin (2011) describes the latitude of acceptance as “the range of ideas that a person sees as unreasonable or objectionable” when it comes to believing.

**Yellow Outlined Box:** Represents the latitude of noncommitment: “the range of ideas that a person sees as neither acceptable nor objectionable” (Russell, 2015). Otherwise stated, these are ideas and concepts that are not understood or there is not enough information to form a belief or opinion (Russell, 2015).

If the public’s opinion of the message is in the latitude of rejection, then they will shift away from the message. If the public’s opinion is in the latitude of acceptance, then they will shift toward the message. If the public’s opinion of the message is at their latitude of noncommitment, then there will be no shift in the public’s opinion. For a pastor to get the highest rate of return on their speech, it would be to speak to an audience who is on the edge of the latitude of noncommitment and the latitude of acceptance. The hurdle to overcome is getting people to determine how they believe and shift it to what the pastor believes.

Speeches tailored to the line between latitude of noncommitment and latitude of acceptance (Russell, 2015) will aid in the pastor’s goal of reaching others for their religion. As time moves forward, a pastor’s messages are not always automatically
accepted because the shift of religion as a main belief is changing (Grossman, 2015). Pastors are subject to rejection because of the public’s shift away from religion. The message the pastors are sharing may put them automatically in the latitude of rejection, and it may take more than one speech to persuade them to accept a doctrine or belief. Griffin (2011) defines this as contrast as “a perceptual error whereby people judge messages that fall within their latitude of rejection as further from their anchor than they really are” (p. 197). Getting others to accept a belief or value is a large obstacle for pastors who want to share their doctrines and beliefs. Individuals in the public who have pre-judged the pastor due to “unbelievable, self-serving, pilot propaganda – a false guarantee of safety” (Griffin, 2011, p. 197) is something that needs to be overcome.

*How Pastors Communicate Today – What Does It Matter*

Instructors will use eye contact, body language, and speech development to help the pastors create a speech that will persuade the public. The speaker will use the techniques previously mentioned in order to move towards assimilation or an attitude change: "Attitude change, according to the theory, depended upon how the position recommended in the communication was classified by the recipient: 'the way that a person appraises a communication and perceives its position relative to his own stand affects his reaction to it'" (Petty et al., 1992). Speaking in a way that affects the attitude of the listeners towards listening and their openness to change is a hurdle. Petty et al. (1992) discuss attitude change in their paper “Ego-Involvement and Persuasion: An Appreciative Look at the Sheriffs’ Contribution to the study of Self-Relevance and Attitude Change”, determining
that there needs to be an “understanding of attitudes required a consideration of varying degrees of issues importance, self-relevance and ego-involvement”.

Pastors need to speak toward an attitude change. According to Petty et al. (1992), an attitude change can come through the “peripheral route to persuasion,” which works toward the “attractiveness of the source”. This attitude change of the peripheral route comes through the Elaboration Likelihood Model (ELM) of persuasion. The ELM represents some ways in which source, message, recipient and other variables have an impact on attitude (Petty et al., 1992). A student will have a limited number of times with the instructor, but through adult learning methods and practice speeches, will be able to speak toward attitude change.

**Course Development**

Course objectives and student learning outcomes (SLO) will be key in preparing the Public Speaking course. The basic course objective would be improving behavior skills necessary for effective communication in diverse public settings. A second objective would be practice and evaluation of personal presentation skills through self-analysis and instructor feedback.

Student learning outcomes will list how the assignments will achieve the course objectives. The main SLOs will consist of demonstrating techniques to overcome public speaking fears. The SLOs will include outlined speeches to help the students demonstrate how they can effectively deliver various types of speeches.

A Lakota Indian once said, “Tell me and I’ll listen. Show me and I’ll understand. Involve me and I’ll learn” (in Daly, Friedrich & Vangelisti, 1990, Chapter 5, Section 4, para. 2.). The course will be highly involved. The students will need to demonstrate
what they have learned through the reading offered and the practical hands-on
instructions given during class hours, as well as participation within the course. In order
to achieve student involvement, the “Five Teaching Plans… organization, motivation,
interaction props and timing” (Daly et al., 1990, Chapter 5, Section 5, para. 1) will be
implemented, structuring the syllabus, class time and outside of class work to met all five
branches of the Five Teaching Plan to achieve the course objectives and SLOs.

• Organization – “chronological, problem solution, cause-effect, topical, and
advantages-disadvantages” (Daly et al., 1990, Chapter 5, Section 5, para. 2).
The calendar will be laid out within the syllabus that will specify the number
of sessions and course requirements.

• Motivation – Addressing the students' attitudes, emotions, and competence
will be used to create strategies that will keep the students motivated. A goal
for the instructor would be to “appeal to their curiosity, sense of wonder and
need to explore” (Daly et al., 1990, Chapter 5, Section 5, para. 3) the subject.

• Interaction – Group discussions, group work, lecture, role play,
demonstrations, audiovisual.

• Props – “textbooks, instructors manuals, workbooks, previous class notes,
…journal articles” (Daly et al., 1990, Chapter 5, Section 5, para. 6). The
syllabus will be used as a manual for the students to use as guidance and
instruction on what is expected from the instructor.

• Timing – “pace, schedule, priorities and transitions” (Daly et al., 1990,
Chapter 5, Section 5, para. 1).

Conclusion
This project is being designed to help adult students learn basic speaking techniques for public speaking with the intent to persuade. Developing skills that will help a public speaker deal with groups of differing opinions will be what sets this course apart from other basic 101 Public Speaking classes. The public speaking techniques will provide skills that will enable pastors to speak for acceptance of their doctrines and beliefs by way of persuasive speech. The various adult learning methods will be researched and used to complete the goal of public training techniques for pastors to bring about acceptance of their doctrines and beliefs to the general public. This project is geared toward a basic course entitled 'Developing Future Pastors To Be Effective Public Speakers: Public Speaking Course 101'. It is through this course there will be a flexible lesson plan necessary to teach public speaking in a way that the message will not be rejected.

**Rationale and Purpose**

The course 'Developing Future Pastors To Be Effective Public Speakers: Public Speaking Course 101' will focus on encouraging self-confidence, presentation, and education. The elements within the course will develop confidence and provide actual, hands-on activities to develop the skills outlined in the course. Basic techniques will be taught to improve the personal presentation. Personal presentation techniques will include tips/activities for appearance, mannerisms (behavioral) and maintaining high standards of moral living. Ultimately, the purpose is to develop pastors to be able to effectively speak in public at any given time.

**Design Questions**

Based on the literature review, two questions will be answered in the remainder of
this project:

1. What elements, techniques, and skills will allow students in the Public Speaking course become more effective public speakers as pastors?
2. How will the elements, techniques and skill be taught so that the students will leave seminary as effective public speakers?

The following sections, Chapter 3 and Chapter 4, will discuss the scope and methodology that will be used in this study. The questions will help design the basis for the public speaking course. Theories mentioned will provide a rationale for the design of the course.
CHAPTER 3: SCOPE AND METHODOLOGY

The Scope of the Project

Proper training for pastors in public speaking technique and skills are necessary for them to fulfill their purpose, which is to lead others to their religion.

“While all religions share the same essential purpose, they also seem to share the same essential problem. Though they start out right, they soon end up obsessed with matters of lesser importance” (McSwain, para. 1, 2010). McSwain (2010) explains that religion is often a barrier to God, a burden obsessed with knowing God and religion that ultimately offers guilt and failure. Pastors need to get beyond these stereotypes, and public speaking will be one step in that direction. As mentioned in Chapter 2, the main objective of this project is to use five elements to assist students in using public speaking techniques to reach the general public.

The materials presented in this thesis project would be used in a classroom setting. An instructor will produce a course outline (syllabus) for adult students. The overall objective will be to increase the techniques and skills of the student’s public speaking abilities. The pre-requisite for students taking this course will be homiletics. The homiletics course will provide some experience in creating and delivering oral presentations. The lesson plans will help students learn through reading, peer review and feedback and hands-on projects. The class will focus on public speaking elements and increase the “ethos” (the character of who they are and their presence in the public eye) of the pastors’ standings within the community. The elements will include body language, voice fluctuation, eye contact, verbal language (including grammar, articulation, phrasing, use of non-words), voice (including pitch, volume, rate) and
overall attitude and presentation in the speech presented. Another purpose of the class/project will be to help pastors understand how to effectively preach, speak to persuade and inform. The course will aim to help the pastors identify when, where and how to use the various forms of public speaking. Each type of speech offers a different element, which focuses on various audiences. Identifying the different kinds of audiences and applying speeches will aid in their speeches, thus getting their voices heard and their messages received.

The course will include specific classes that focus on the basic introduction to public communication and emphasize the practical skill and art of public speaking. The techniques offered will aim to reduce speaker anxiety, improve public presentation and enhance the speaker when presenting.

**The Methodology of the Project**

Documentary Library Research was used to create this project. The use of the Documentary Research for a social project does not seem typical. However, the facts and gained insight of theories, practices and data will show how this project can help pastors become effective public speakers, beyond the pulpit. Research from the World Wide Web can provide “a good way to get a feel for the types of assorted web resources available to communication researchers” (Rubin, 2010, p. 77). The World Wide Web gives access to encyclopedia, journals, dictionaries, e-books, blogs, discussion groups, news groups, etc. It is imperative to evaluate the source of what is found on the World Wide Web, but the information gained can be invaluable. Information gleaned from textbooks aid in presenting “the fundamentals of a subject in an easy-to-understand manner” (Rubin, 2010, p. 100). Scholarly journals provide enough information from
secondary sources to give clear insight on techniques, skills and academic data to help students gain insight improving their public speaking skills. A good example of how a scholarly journal can help aid in a Public Speaking class is the journal article entitled, *Five Tools to Help You Become A More Confident Public Speaker* (Polite, 2015). The information is concise and pointed, helping the reader gain insight to improving their public speaking demeanor.

A basic teaching outline, desired outcome and the philosophy of the course are presented in an “all-in-one” location for students. The syllabi will be the “all-in-one” location. According to Daly et al. (1990), “syllabi also provide a format for communicating specific information about course readings, requirements, evaluation course policies, and general teaching philosophy”. The Accrediting Commission for Community and Junior Colleges (ACCJC) has basic standards and requirements for all colleges they accredit. The ACCJC Commission states

The Commission requires each accredited institution to make public its Reports to the Commission, the external evaluation reports, and the Commission action letters, by placing the documents on the institution’s website as well as other locations accessible to students and the public. ("Eligibility Requirements & Standards", 2012)

There are five elements to the accreditation process through ACCJC. These elements are in place to help a college succeed in educating their students.

Self study: Institutions and programs prepare a written summary of performance based on accrediting organization’s standards.
Peer review: Accreditation review is conducted primarily by faculty, administrators, and members of the public.

Site visit: Accrediting organization normally sends a visiting team to review an institution or program. Team members are volunteers.

Action (judgment) of accrediting organization: Accrediting organization has commission that makes decision about the accredited status of institutions and programs.

Monitoring and oversight: institutions and programs are reviewed over time in cycles form every few years to ten years. Normally, these reviews include a site visit. [sic] (“Council for Higher Education Accreditation”, 2002)

Accredited colleges use the basic standard to maintain a standard of learning for students. The self-study and peer review are monitored through Student Learning Outcome (SLO). The site visits and actions needed to keep the accredited organization current are done through in-house surveys given to students, faculty and employees.

Knowing the requirements and necessary standards to adhere to, chapter 4 introduces a curriculum set up as a course offered in a seminary. Each class time provided by the seminary will have a lesson plan that will outline the goals and objectives for each day. The goals and objectives will work to satisfy the student learning outcomes (SLO). The SLO is what we want the student to know and put into practice upon the completion of the course. The class will be divided into a 12-week session (1 semester). Each week will be dedicated to one of the following sections: 1) Elements of Public Speaking through Aristotle, 2) Speaking to Get Heard, 3) Personalize With The Art Of Eye Contact, 4) The Use Of Body Language, and 5) Engage your Audience. These five
sections will offer a guide for the instructor in designing lesson plans that are interactive and memorable for the students. This course will accompany the instruction given to the adult students through other courses offered at the seminary. Courses such as homiletics or evangelism will provide forms of public speaking, but this course will work toward the ethos, pathos and logos of the speaker, as well as the elements of the public speaking platform.

The course will use the theoretical content as stated in Chapter 2: the Literature Review. The focus of the course is on the seminary student preparing to become a pastor and developing professional standards. The professor will offer reading material, activities and hands-on speaking presentations to improve the student’s presence in regards to public speaking.

The center of the project will be on the following theories: Aristotelian Rhetorical Model of Communication, Communication Accommodation Theory, Communication Apprehension Theory and Social Judgment Theory. Public speaking is an art form that is custom-made through the various theories. It is through these theories that seminary students will be able to apply techniques to their public speaking engagements. The audience for the project is the general public. The study of how the general public will receive the pastor’s use of the public speaking techniques within the class will not be measured. Once again, the primary purpose of the course is to provide a seminary student with the necessary skills to be before an audience of any size and any situation and deliver a speech that will be received.

Ethical Considerations
Classes offered at a college are bound to ethical standards. A syllabus will lay out the course grading in order to be upfront and honest about how the instructor will determine the grade given to the pastor/student. The course writing standards will be shared through the syllabus and in class to maintain an upfront standard for the pastor/students to keep. The syllabus will be an open agreement between the pastor/student as they take the course. The agreement will let both parties know of the standards on late work, academic dishonesty, absences, class grading scale, classroom standards and application to field work.

Some of the things to consider with a public speaking course for pastors include being sure the instructor can meet the course objective and learning outcomes, as well as using a method of instruction that will ensure the pastors/students can retain and put into practice the material taught.
CHAPTER 4: THE PROJECT

Project Description

The primary purpose of this project is to create a course that will equip students in seminary to become confident public speakers worthy to be heard. The project will be a college public speaking course at the very basic beginning levels of public speaking. The course will introduce basic communication and emphasize practical public speaking skills and techniques. The art of public speaking will include techniques to lessen the speaker’s anxiety and provide skills that will improve public speaking presentations. The course will aim to improve the speaker’s presentation through body language, eye contact, body language, voice fluctuation and overall presence. There will be a lesson or two tailored for pastors. The sermon platform presence should be covered in the homiletics course; however, the other public speaking requirements will aim toward presenting pastors in the light of individuals that should hold to the standard required of their belief.

For the project, the course offered in the seminary would be noted as 'Developing Future Pastors To Be Effective Public Speakers: Public Speaking Course 101'. Throughout the development of the course, it became evident that improving the ethos (speaker) presentation was necessary because the public will make a judgment on whether or not they will listen to him/her as a public speaker. It is also evident that basic methods and techniques are necessary to become a good public speaker. The design of the course is done with the basic understanding that some speech design and preparations will be taught in a homiletics course. The core chapters that will be offered in the course are:
1. Elements of Public Speaking through Aristotle

2. Social Judgment – Opinions Matter

3. How Pastors Communicate Today - What Does It Matter

**Elements of Public Speaking through Aristotle**

The essential communication portion of the class will focus on the main elements taught by Aristotle’s use of ethos, pathos and logos in developing his public speaking address to persuade those listening. It is with these elements that the course will begin to develop the student’s focus in regards to public speaking. This will help the speaker understand their role and apply what they learn to any given speaking presentation. The Public Speaking course will assist the student to realize that sending a message and having it correctly received is best done through knowing the audience, understanding themselves (and representing themselves as pastors) and logically identifying how to put a speech together that will meet the listeners' ears. Aristotle’s elements, as stated earlier, are ethos (the credibility of the speaker), pathos (emotional connection to the audience) and logos (the logical argument designed by the speaker).

**Ethos**

Throughout the course, there will be techniques and skills shared to reduce the speaker's anxiety, improve stage presence and provide elements of writing an effective speech. However, if that student does not build credibility within the community, their message will not be heard. The “audience perception that are shaped by what the speaker does or doesn’t say” [sic] (Griffin, 2011, p. 292) is what needs attention. Aristotle shares that “intelligence, virtuous character, and good will” (in Griffin, 2011, p. 293) are
elements that are admired by the audience. If these three factors are in good standing for the speaker, then the listeners accept the basic premise.

**Pathos**

Griffin (2011) describes pathos as “emotional proof, which comes from the feelings the speech draws out of those who hear it” (p. 294). Pathos offers a way for the speaker to “craft emotional appeals that inspire reasoned civic decision making” (Griffin, 2011, p. 294). In short, pathos appeals to the emotions of the audience. Some basic examples of pathos include anger versus mildness, love or friendship versus hatred, fear versus confidence, indignation versus pity and admiration versus envy (Griffin, 2011). Does the speech bring about emotions? Storytelling can create an emotional connection; anecdote, simile, metaphors and the like also create emotional connections. Each of these elements can trigger an emotional response from the audience.

**Logos**

Logos is the logical part of Aristotle’s theory. Logos works on the premise of whether or not the speech contains a logical argument. Does the speech make sense? Are there facts, stats or evidence to base the speech on? What is the outcome of the speech and does it require any action? Logos is a vital part of Aristotle's pillars in regards to this theory, but without the other two to strengthen the speech, it would be like a three-legged stool: with only two of the three legs, it will fall over.

Ideally, the students will walk away knowing how to articulate the communication process with Aristotle’s elements and demonstrate they can deliver a speech, which will inform, persuade or influence the audience.
Social Judgment – Opinions Matter

One of the hardest elements of public speaking is facing the audience. Audiences are made up of individuals with opinions. It is identifying the individuals in the audiences' characteristics, values, morals, opinions and standings that will help the speaker deliver a message that will be heard. The course will explore the process of identifying what is important to the audience. Students will practice exercises to help them walk into an audience and ask appropriate questions to find their opinions and current beliefs. Dale Carnegie shares techniques for getting to know people, such as getting to know a person's name and interests, how to use compliments and when not to speak (Carnegie, 2006). Using these techniques effectively will be part of the classroom practicum.

The fear of facing an audience is challenging and real. Persuading others to change their core beliefs, which anchor them, is a scary task. An article written by Stan Polit in Five Tools to Help You Become A More Confident Public Speaker focuses on the '5X5 Communication Method'. The 5X5 Communication Method is made up of “gestures, rate, tone, posture, and communication Style" [sic] (Polit, 2015). Each element of the 5X5 Communication Method requires time and attention before the speaker can deliver their message. Polit (2015) focuses on what the speaker’s preparation and delivery is, as opposed to focusing on the audiences’ needs. Polit (2015) recommends that the speaker devote five minutes a day to each method element in order to improve their public speaking ability. Practicing these techniques should help the speaker deliver a message that will be heard and accepted. Speaking to be heard gives a higher opportunity to share the pastor’s beliefs.
Cuddy (2013) suggests that body language shapes who one is as a speaker. Audiences and the general public will make decisions about a speaker’s opinion, based simply on how the speaker presents him/herself. Everything from a smile to the crossing of one's arms can communicate a welcoming or unwelcoming persona. As a public speaker, it is important to demonstrate competence and trustworthiness. Cuddy (2013) states,

you must understand the people you’re trying to influence or lead by building trust first before demonstrating competence and power. You must be able to show them that you understand them – and, better yet, that you can relate to them. By doing that you’re laying the groundwork for trust. And it’s only then that they can really hear you and be open to your ideas.

Cuddy (2013) offers a TED Talk presentation that explains the use of body language for public speakers. Playing this clip during the class period will help students understand how to effectively use body language for public speaking. The students will practice the various techniques offered by Cuddy to enhance their credibility (ethos). Public opinion is important, because it acts as a starting point or anchor for the pastors to understand and start to work on persuading people to accept or understand their belief or religion.

A key element to the Social Judgment Theory is the ability to influence. The key factor of persuasion will be taught through public speaking techniques: the seminary students will engage in training and education that are essential for public speaking. Practicing a speech in front of a peer group and digitally recording and analyzing one's self while practicing speaking in front of the class will help prepare the student to become
an effective public speaker. In a classroom setting, engaging the audience would appear to be difficult, as it is with people that have become acquaintances and friends over the semester (12 week period). The instructor will provide feedback for the student in regards to how they present themselves and engage the audience. Topics geared toward knowing and analyzing the audience will be part of the material taught throughout the course. The course will offer techniques to help organize a speech in a way that will engage an audience. The course will explain how to formulate the framework of the speech and tailor it to the audience. The effective use of visual aids will also be taught. This element will help enhance the audience’s participation during the speech.

Elements of public speaking such as tone, pitch, volume and rate will be observed and reviewed to help the student use these elements in public speaking effectively. All these elements will be geared to reaching the audience.

**Examples Of The Work**

Examples of the work will be exhibited in the appendix portion of the paper. The first example (Appendix A) is a sample syllabus that is set up for a 12-week course. The syllabus will share the desired Student Learning Outcomes (SLO) and how the course will be structured to meet the goals of the SLO.

Appendix B is a sample Class Lesson Plan to show how adult-learning techniques will be used throughout the course. The adult learning techniques will be interactive and aim to use four senses to help the students grasp the key concepts and skills.
Appendix C is a sample In-Class PowerPoint Presentation. The PowerPoint will allow for easy note-taking and visual involvement of the students.

Appendix D is a sample Rubric for a Speech Outline that will be required for the course. The speech outline is to provide clear direction for the students to follow as they prepare their speeches.

Appendix E is a sample Rubric for Speech Delivery. This rubric will give students a guideline and clear understanding of what will be assessed while they are delivering their speech.

Appendix F is a sample of a general 12 week Lesson Overview. This overview will keep the professor clear on lessons that need to be addressed to improve public speaking. The Lesson Overview will also provide a clear guideline of meeting the SLO’s.
Chapter 5: SUMMARIES AND CONCLUSIONS

Limitations of the Project

The focus of the course is on basic public speaking aspects for students in seminary. Teaching techniques, skills and information used by the students are vast. Deciding what to include in the course affects how the project will succeed. Time will be a limitation for this course. The success of the project will be seen if those who have taken the course can deliver a public speech effectively. The multiple theories taught throughout the course will be covered, but it will be difficult to get deep into them due to time restraints. The course is treated as a 101 course (basic beginnings of public speaking) with the understanding that some of the core elements of public speaking will be in a previously taken homiletics course. If the instructor is not an effective teacher, then it will not matter which material is shared, because the students will not learn to be competent public speakers.

Further Recommendations

If this project is put into practice and received with success, a recommendation would be to make it a 3-unit course, which would allow more time to build skills and techniques for success. There could be more information shared regarding both Social Judgment Theory and Social Identity Theory. These theories could be looked at and broken down more to help students truly understand how to identify with the public. A trained and experienced teacher is an important recommendation for the success of the course.
Social Judgment Theory is a psychological theory on how and when a persuasive message is to succeed. Allowing students to understand the choices the listeners will make when listening to a message will help students cater and build their speeches to be accepted as opposed to ignored or rejected.

Social Identity Theory is a psychological theory that looks at the public and categorizes them. The speaker understands that importance of outlining and drafting a speech that will reach various social identities. Understanding the Social Identity Theory will help in gathering content and delivering a speech that will be heard.

Adult teaching is very different from elementary or high school education. There could be more information shared regarding the Social Judgment Theory and Social Identity Theory. These theories could be looked at and broken down more to help students truly understand how to identify with the public. The final recommendation would be to remove the primary communication portion from the public speaking class. With the assumption that this course is being taught at a seminary, to pastors, students would be receiving the basic communication through their homiletics course. It would be beneficial to have this course focus on the delivery aspect and identifying the different types of speeches and speaking beyond preaching.

Conclusion

The basic elements for successful public speakers should be covered in the course offered. The course will provide a sound basis for those who would like to identify with an audience or public. The materials the students will use will be put into practice so that
they may leave the course being effective public speakers. Ultimately, a pastor’s goal is to share their doctrine and beliefs with the world; this cannot be done from inside a building. Pastors need to get out into their community and effectively speak in a way that will get them heard. Pastors will develop the proper skills as they step out of the comfort zone of their churches and into the public eye, so it is imperative to develop the proper techniques and skills. Ultimately, the course will aim to equip pastors to be the best public speakers to further God’s kingdom. Mark 16:15 states, “He said to them, ‘Go into all the world and preach the gospel to all creation’”. The proposed public speaking course will equip pastors-in-training to fulfill this command given by God through the use of effective communication skills.
Reference


Guilford Publications, Inc.


APPENDIX A: Public Speaking 101: Syllabus

College
COML 101 – Public Speaking
1 Unit

COURSE SYLLABUS

Instructor Information:
Instructor: Gina Halverson, Captain
Telephone: Office: 310-5443-6441, Cell 808-679-5982
E-mail – gina.halverson@usw.salvationarmy.org
Office Location: Building F, Director’s Office

Instructor Assistant:
Phone: Office: 000-00-000, Cellular: 000-00-000
Email address:
Office Location:

Cadets are encouraged to contact the instructors for individual instruction and assistance of any kind.

The Student’s Rule:
Students are expected to conduct themselves, at all times, as pastors in training. Treating others as they would like to be treated, golden rule.

Course Description:
This course is a basic introduction to public communication that emphasizes the practical skill and art of public speaking. The following class will include techniques to lessen speaker anxiety, skills that will improve public presentation and the use of visual/audio aids and to enhance speaker presentation. Course goal is to prepare students/officers for success in public speaking situations and provide them with basic principals such as research and types of speeches.

Course Description: In Catalog
This course will provide basic principles for effective spoken communication. Focus is placed on understanding nine behavioral skills to develop confidence and believability

Course Objectives:
Students in this course will learn:
1. Identify key behavioral skills necessary for effective communications, specifically in diverse public ministry settings.
2. Practice and evaluate personal presentation skills through self-analysis, and instructor feedback.

Student Learning Outcomes:
Completing this course, you should be able to:
Plan and prepare speeches that inform, persuade, or fulfill the needs of special occasions

1. Written: Outline a speech in a logical fashion that meets the need of the speech
2. Written: Demonstrate effective understanding of different forms of public speaking
3. Delivery: Demonstrate practical public speaking techniques
4. Delivery: Demonstrate a persuasive and informative speech delivery

Method of Instruction:
Outlines: You are required to write a full sentence outline for each speech. All written work must be typed, double-spaced, with one-inch margins. Outlines must contain citations and a reference page, both written in MLA format. Students must hand in two copies of each outline with copies of all research (newspaper, magazine and journals articles) attached (Bibliography/Work Cited/References).

Visual aid is required for informative speech.

Textbooks and other required supplies

Optional Reading
- Carnegie, Dale (1991) How to Develop Self-Confidence and influence People by Public Speaking

Course Requirements:
To successfully pass this course please put time and effort into the assignments listed. Course requirements will pay close attention to participation and implementation of techniques taught in class and readings.

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<tr>
<th>Assignment</th>
<th>Description</th>
<th>Due Date</th>
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<tr>
<td>Understanding Public Speaking</td>
<td>1 Blog - no more than 250 words, what you would like from the course.</td>
<td>March 28th by 11:59pm No Hard Copy</td>
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<td>Types of Genres</td>
<td>1 Facebook – no more than 150 words, first public speaking experience</td>
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<td></td>
<td>1 Tweet – no more than 40 words, personal greatest fear in public speaking</td>
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<tr>
<td>Persuasive Speech</td>
<td>Design and deliver a 4-5 minute <em>(do not go over 5 minutes)</em> persuasive speech that convinces your audience to agree with a particular perspective.</td>
<td>Outline to Turn-It-In April 10th by 11:59pm No Hard Copy</td>
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<td>Self Recording and Self Grading. Filled out Rubric turned in</td>
<td>Self Graded Rubric Hard copy to class April 12th</td>
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### Inspirational Speech

Design and deliver a 4-5 minute inspirational speech that motivates your audience to pursue a challenging or irrational goal.

Visual Aid required

### A missed oral presentation will receive a grade of fail. Extraordinary or unexpected circumstances beyond the students control may exist, thus, students are encouraged to speak to the instructor.

### Reading, class discussion, group work, and in-class activities are mandatory.

- Be on time for class
- Read all assignment material as outlined on the schedule
- Interaction in class and activities are a priority

### Classroom/Speech Courtesies:

1. Never enter or exit the classroom during speeches!
2. Exclude private conversations, work for other classes, social networking, etc.
3. Avoid negative language: ie. racist, sexist, homophobic, etc.

### Classroom Participation:

Being actively involved in the class is much more than showing up it means you are attentive, participate and openly discuss in every class meeting. Active participation will show favorably on your final grade.

### Assignments:

**WRITTEN ASSIGNMENTS:**

- Understanding Public Speaking Types of Genre’s
- Answer the question: What do I want to get out of public speaking class?
  - 1 Blog - no more than 250 words, what you would like from the course.
  - 1 Facebook – no more than 150 words, first public speaking experience
  - 1 Tweet – no more than 40 words, personal greatest fear in public speaking

**PRESENTATION ASSIGNMENTS:**

- Persuasive Speech: Hero/Humanitarian Speech & Written Outline
A 4-5-minute speech. Grade is based on the effective verbal and nonverbal delivery, clarity of introduction, body, conclusion, and organization. Speech is designed as if you are *Introducing your hero as the guest speaker for an Annual Fundraiser*. Things to consider:

**Audience:** Introducing your hero to an Annual Fundraiser/Meeting as a guest speaker

Speech should include:
- How your hero is involved and benefits The Salvation Army
- How the hero relates to the present and the audience.
- Must have: facts, stats, history quotes/stories and that help the audience relate to the hero
- How the audience will benefit from what the hero has to say
- Personal Opinion

**Instruction:**
Record your speech on Mac compatibility recording
Fill out your own Rubric (delivery only) after watching your recorded speech
Email speech or leave on a thumb drive with Instructor

- **Informative Speech/ Written Outline:** Chose a topic from the 3 choices
A 4-5 minute speech. For this speech/outline, student will research one of the following:
  - Women’s Rights: Catherine Booth
  - Social Services Beginnings: William Booth’s Role in Social Services
  - Army Today: Services The Salvation Army Provides Around The World
  - Include Visual-Aids

**Audience:** Community Group (service club, civic group, etc.). Rotary Club, Kiwanis, City Hall Representatives, etc.

Speech should include:
- Emphasize services The Salvation Army provides
- How the topic you chose and relates to the present and the audience.
- Must have: facts, stats, history quotes/stories and relate them to The Salvation Army today
- How the Salvation Army will benefit the community today
- Personal Opinion

5-minute speech, based on Informative Written and Oral Presentation. Grade is based on the effectiveness of verbal and non-verbal delivery, organization of evidence, introduction, and conclusion.

**Class Calendar:** Classes meet from 9:15 am – 10:10 am.
Reading completed before arriving to class
**Calendar subject to change**

**Course Grading:**
Grading: Grading is based on a straight percentage of 100% possible. See below for break-down.

| Written: Types of Multi-Media Genre's | 15% |
| Written: Persuasive Speech: Hero/Humanitarian | 20% |
| Delivery: Persuasive Speech: Hero/Humanitarian | 20% |
| Written: Informative Speech: Chose Topic | 20% |
| Delivery: Informative Speech: Chose Topic | 20% |
| Attendance | 5% |
| **Total %** | **100%** |

**Course Writing Standard:**
All formal required writing assignments will:
- Address the topic given and cover it fully.
- Be written in a clear, concise academic voice.
- Use and cite sources appropriately using MLA format.
- Follow accepted norms of written submission including spelling, grammar and syntax.
- Show critical thinking.
- Use Times New Roman, 12-point font, double-spaced with 1 inch margins.
Policy on Late Work:
Students are responsible for all assigned work. If any assignment is late, 5% will be deducted for each day it is late. Any time after the date and time due in Turnitin will be considered one day late – up to a maximum of 4 late penalty days allowed.

All work must be completed to pass the class. If you are unable to be in class for any reason on the day an assignment is due, you may send your work with another student or simply email it to me by the start of class.

Policy on Academic Dishonesty:
All formal writing assignments need to be submitted to Turn-It-In.

Plagiarism or academic dishonesty of any kind will not be tolerated and if detected, will result in a “0” for the assignment/test/project grade, a report to the Director of Curriculum and further disciplinary action may be taken. If academic dishonesty is found to be a repeated offense, a “0” will be given for the final course grade.

Policy on Absences:
Timely attendance at all scheduled college activities is expected as the entire educational program is planned for the development of the cadet into an officer. Any absence or tardiness diminishes the learning experience for the cadet and the group. Cadets are expected to attend all class sessions. For details, refer to the CFOT Catalog.

All absences should be reported to the Personnel Department at www.bit.ly/cfotabsencereporting by 8:00 A.M.

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</table>
**Computer Use in Class**
Computers are allowed in class for educational purposes only. The use of conducting personal business such as emails, instant messaging, shopping online, doing homework for other classes, and conducting any unauthorized online research, is not permitted. *There is a zero tolerance policy regarding this.* Violators of this policy will lose the privilege of using computers during class time.

**Application to Field Work:**
To succeed in life and as an officer, cadets must develop strong communication skills. The ability to effectively communicate directly affects a Cadet's ability to perform in the Corps, Community and Professionally. The ability to public speak in a professional manner will only enhance a cadet's ministry and service to others.

**CFOT Grading Standard:**
The grading standard will be as follows:

- **A** 93-100%, for exceptional work that has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.

- **A-** 90-92%, for excellent work that well exceeds the basic requirements and expectations of the instructor.

- **B+** 88-89%, for performance at a higher level, showing consistent and effective achievement in meeting course requirements.

- **B** 82-87%, for quality work that exceeds the basic requirements and expectations of the instructor.

- **B-** 80-81%, for adequate work that meets the basic requirements and expectations of the instructor.

- **C** 70-79%, to those who do adequate work but do not meet all the expectations of the instructor.

- **D** 60-69%, where performance of the student has been less than adequate, meeting only the minimum course requirements.

- **F** 59%, and below, would be given if the performance of the student has been such that minimal course requirements have not been meet.

**Caveat:**
The preceding procedures and class schedule are subject to change in the event of extenuating circumstances with the approval of the Director of Curriculum.
APPENDIX B: Class Lesson Plan Example

Lesson Plan (60 minute class)

Class: Public Speaking (101)


Theory: We live in a culture where communication comes at us in multiple different genre’s or avenues. Understanding the basic Communication Process will aid in succeeding in life professionally and personally. Understanding the basic principles to effective speechmaking is a key ingredient to understanding the basic Communication Process through the various genre’s (avenues).

Previously Covered Material: This lesson would be part of a larger unit on in regards to basic Public Speaking class and this would be one of the first lesson’s offered.

Readings:
1) Sing, A (2014), How to Communicate Effectively – Chapters 1-2
2) Communication Theory Textbook

Goals & Objectives:
1. The student should identify the different elements in the Communication Process
2. The student should be able to comprehend the Communication Process in everyday life and identify the different genre’s of everyday language
3. The student will identify 5 different genre’s of basic Communication we use today
4. The student should be able to identify different “noise” in the communication process and find a way to remove the “noise.” Understanding the elements of internal and external barriers
5. Explain the elements of the communication process, the best communication approach (transaction)
6. Describe the value of effective communication

Out of Class Work:
1) Complete assigned readings
2) Bring to class 2 types of genre’s of communication used today
3) Record a conversation with a friend about coffee (no more than 1 minute)
4) Research favorite hobby and prepare to talk about it for 2 minutes in class

Time Frame: 45 minutes

Key Concept: Effective communication occurs when the Communication Process is completed. Understanding the elements and overcoming the recognized barriers will ensure effective communication.
**Resource Materials:** Large Post It and sharpies for group activity. PowerPoint of key concepts for the lesson.

**Lesson Layout:**

- PowerPoint with a cartoon on miscommunication

**Activity (5-7 minutes)**
- Divide into groups
- Ask each group to write down as many different ways we communicate today

**Lecture (3-5 minutes)** - with PowerPoint on each “different way” we communicate today is the different “genre’s” we use in everyday language.

**Video Clip on Miscommunication (3-5 minutes)**

**Activity (5-7 minutes)**
- Use the blank worksheet provide to fill in the different elements of the Communication Process

**Lecture (3-5 minutes)** - with PowerPoint on each element in the communication process.

**Activity (3-5 minutes)**
- Divide back into groups
- Ask each group to write down some of the barriers or “noise” that keeps the communication process from succeeding

**Lecture (3-5 minutes)** - with PowerPoint on barriers and overcoming the barriers for effective communication.

**Summary:** Effective communication occurs only when the communication process (cycle is complete). Identify and overcoming the barriers is critical to the function of the world we live in today, whether professional or personal. The lesson will include reading, writing and discussion in order to help the students define the communication process, identify the elements of communication and how to recognize barriers that need to be overcome.
Public Speaking 101

**Recap**

- **Lesson 2**

**Classification**

- **Persuasive**
  - Service Clubs – convince them to volunteer for Salvation Army Events: Christmas Activities, etc.

- **Informative**
  - Community Groups/Schools: Convince them to do a food drive, etc.

**Speech Order**

- Chronological Order
- Spatial Order
- Causal Order
- Problem – Solution Order
- Order
- Topical Order
- Chronologically

"Past, Present, Future" approach
"cause and effect" approach
comparison approach. PGP approach: particular - general - back to particular

**Group 3**

- **SUNBEAMS**
- **GIRL GUARDS**

**Group 4**

- **Manbeams**
- **Adventure Corps**

**Group 1**

**Group 2**
Keep It Simple
Key – Have listeners REMEMBER the message

Organizing Tips

Brainstorming
- Start listing everything you know about the topic
- Set a time limit to the brainstorming
- Give the topic adjectives (colors, shapes, numbers, descriptive words)
- SMART – Specific, Measurable, Attainable, Relevant, Time
- Share all opinions – don’t limit to only your opinion
- Be Silly & Crazy
- Start General – go to Specifics

Brainstorming Activity
Different ways to bring creativity out in the uncreative mind (truth: everyone has a creative side)

Lesson 3
Putting It All Together
Article

Other Techniques

Opening/Introduction

Value – Question what is valued from the audience
MUST – Specific purpose identified in the opening
MUST – Central Idea – Specific purpose for the speech

Include: Attention Grabber – Need – Hook – Illustration – Story

Justification through answering the following questions
Why should I do what you want me to
What will I get from what you want me to
When will I get it done – When will it affect

Body

Know your topic inside & out
Positive/Pros
Negatives/Cons
Stats
Different View Points
Misunderstanding of view points
Honesty (always the best policy)

Know they WILL happen
Be prepared to handle by knowing your subject
Identify if it is a disagreement
Be willing to hear and see their point of view
Always remember who you represent
Listen, Listen, Listen
Be willing to agree to disagree
Be aware of your words: Respond do not React
Lower your tone and pace – voice
Remember the ultimate goal

Be aware of all or any objections
Be aware of any concerns
Be aware of secret agendas
Be aware of different perceptions
Be aware of different interests

Objections

Fundamental Truths

Disagreements
Repeat Specific purpose
Repeat Central idea
Repeat Why
Repeat
Repeat
Close/Conclusion/Surmise

Example

Outline & Persuasion

The Art of Persuasion

“Persuasion is the process of creating, reinforcing, or changing people's beliefs or actions.” (p. 321)
“Persuasive speech depends on how well you tailor your message to your listeners' values, attitudes, and beliefs.” (p. 321)
“Persuasive speeches may center on question of fact, value or policy.” (p. 221)

Persuasive Speeches

https://www.youtube.com/watch?v=AC2NY70w
### APPENDIX D: Sample Rubric Written Portion of Speech

**RUBRIC: PERSUASIVE SPEECH WRITTEN**

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent - 5</th>
<th>Average - 4</th>
<th>Attempted - 3</th>
<th>Not Present - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention Getter</strong></td>
<td>Attention getter grabs the audience and creates information hunger</td>
<td>Attention getter gets the audience involved</td>
<td>Attention getter is present, but limited</td>
<td>Attention getter is absent</td>
</tr>
<tr>
<td><strong>Background and audience relevance</strong></td>
<td>Relevant background information on the topic is provided, the social significance of the topic is clearly established, and the audience is given clear, compelling reasons for why this topic is relevant to them; the speech is clearly adapted for this particular audience</td>
<td>Some background information on the topic is provided and an attempted is made to establish the significance of the topic and its relevance to the audience, but the justification is not especially compelling</td>
<td>Some background information or vague reasons for why the topic is significant and relevant are given, but the audience is not left with a clear reason for why this topic is important</td>
<td>No background information, topic significance, or audience relevance statement is present</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The introduction is inviting, states the goal or thesis, and provides an overview of the issue. Information is presented in a logical order and maintains the interest of the audience. The conclusion strongly states a personal opinion</td>
<td>The introduction includes the goal or thesis and provides an overview of the issue. Information is presented in a logical order but does not always maintain the interest of the audience. A conclusion states a personal opinion.</td>
<td>The introduction includes the main goal or thesis. Most information is presented in a logical order. A conclusion is included but does not clearly state a personal opinion</td>
<td>There is no clear introduction, structure, or conclusion</td>
</tr>
<tr>
<td><strong>Reasons and Support</strong></td>
<td>Three or more excellent reasons are stated with good support. It is evident that a lot of thought and research was put into this assignment.</td>
<td>Three or more reasons are stated, but the arguments are somewhat weak in places</td>
<td>Two reasons are made but with weak arguments</td>
<td>Arguments are weak or missing. Less than two reasons are made</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Word choice is creative and enhances the argument</td>
<td>Word choice enhances the argument</td>
<td>There is evidence of attention to word choice</td>
<td>Word choice is limited</td>
</tr>
<tr>
<td>Grammar, mechanics &amp; spelling</td>
<td>SPEECH/WRITTEN</td>
<td>Argument</td>
<td>There are no errors in grammar, mechanics, and/or spelling</td>
<td>There are few errors in grammar, mechanics, and/or spelling, but they do not interfere with purpose of the speech</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------</td>
<td>----------</td>
<td>-------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Thesis (purpose)</td>
<td>SPEECH/WRITTEN</td>
<td>A strong thesis (purpose) sets the tone and direction for the speech, is expressed in a complete declarative sentence, and is both clear and creative</td>
<td>An acceptable thesis (purpose) is presented in a complete sentence and clearly indicates the central idea of the speech</td>
<td>A noticeable thesis (purpose) statement is present, but vague or stated as an incomplete sentence or question</td>
</tr>
<tr>
<td>Closing/Summary</td>
<td>SPEECH/WRITTEN</td>
<td>Effectively summarizes main ideas (points) and left a memorable speech that is relevant and meaningful for the audience</td>
<td>Summarizes main ideas (points) and left an average speech that provides little relevance and meaning for the audience</td>
<td>The main ideas (points) are weak or missing and does not provide a sense of closure</td>
</tr>
</tbody>
</table>

**Two Major Strengths:**
1. 

2. 

**Two Areas for Improvement:**
1. 

2. 

**Evaluators Notes: General Comments:**

**Evaluator: (Name Printed):**

**Evaluator: (Signature):**
# RUBRIC: INFORMATIVE SPEECH WRITTEN

<table>
<thead>
<tr>
<th></th>
<th>Excellent - 5</th>
<th>Average - 4</th>
<th>Attempted - 3</th>
<th>Not Present - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention Getter</strong></td>
<td>Attention getter grabs the audience and creates information hunger</td>
<td>Attention getter gets the audience involved</td>
<td>Attention getter is present, but limited</td>
<td>Attention getter is absent</td>
</tr>
<tr>
<td><strong>Background and audience relevance</strong></td>
<td>Relevant background information on the topic is provided, the social significance of the topic is clearly established, and the audience is given clear, compelling reasons for why this topic is relevant to them; the speech is clearly adapted for this particular audience</td>
<td>Some background information on the topic is provided and an attempted is made to establish the significance of the topic and its relevance to the audience, but the justification is not especially compelling</td>
<td>Some background information or vague reasons for why the topic is significant and relevant are given, but the audience is not left with a clear reason for why this topic is important</td>
<td>No background information, topic significance, or audience relevance statement is present</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The introduction is inviting, states the goal or thesis, and provides an overview of the issue. Information is presented in a logical order and maintains the interest of the audience. The conclusion strongly states a personal opinion</td>
<td>The introduction includes the goal or thesis and provides an overview of the issue. Information is presented in a logical order but does not always maintain the interest of the audience. A conclusion states a personal opinion.</td>
<td>The introduction includes the main goal or thesis. Most information is presented in a logical order. A conclusion is included but does not clearly state a personal opinion</td>
<td>There is no clear introduction, structure, or conclusion</td>
</tr>
<tr>
<td><strong>Reasons and Support</strong></td>
<td>Three or more excellent reasons are stated with good support. It is evident that a lot of thought and research was put into this assignment.</td>
<td>Three or more reasons are stated, but the arguments are somewhat weak in places</td>
<td>Two reasons are made but with weak arguments</td>
<td>Arguments are weak or missing. Less than two reason are made</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Word choice is creative and enhances the argument</td>
<td>Word choice enhances the argument</td>
<td>There is evidence of attention to word choice</td>
<td>Word choice is limited</td>
</tr>
<tr>
<td>Grammar, mechanics &amp; spelling</td>
<td>SPEECH/WRITTEN</td>
<td>There are no errors in grammar, mechanics, and/or spelling</td>
<td>There are few errors in grammar, mechanics, and/or spelling, but they do not interfere with purpose of the speech</td>
<td>There are several errors in grammar, mechanics, and/or spelling</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Thesis (purpose)</td>
<td>SPEECH/WRITTEN</td>
<td>A strong thesis (purpose) sets the tone and direction for the speech, is expressed in a complete declarative sentence, and is both clear and creative</td>
<td>An acceptable thesis (purpose) is presented in a complete sentence and clearly indicates the central idea of the speech</td>
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<td>The main ideas (points) are weak or missing and does not provide a sense of closure</td>
</tr>
</tbody>
</table>

**Two Major Strengths:**
1. 

2. 

**Two Areas for Improvement:**
1. 

2. 

**Evaluators Notes: General Comments:**

Evaluator: (Name Printed): 

Evaluator: (Signature):
## APPENDIX D: Sample Rubric Delivery Portion of Speech
### RUBRIC: PERSUASIVE SPEECH DELIVERY

<table>
<thead>
<tr>
<th>Student: __________________________</th>
<th>Date of Delivery: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent - 5</strong></td>
<td><strong>Average - 4</strong></td>
</tr>
<tr>
<td>Speaker Credibility SPEECH/DELIVERY</td>
<td>The speaker clearly shares a personal connection between him/her and the topic. Him/Her shows the reason for why they personally care about the topic.</td>
</tr>
<tr>
<td>Time SPEECH/DELIVERY</td>
<td>Stays within 4-5 minutes</td>
</tr>
<tr>
<td>Eye Contact SPEECH/DELIVERY</td>
<td>Consistently and effectively used eye contact to establish rapport with the audience. Inconspicuous use of speaker notes and effective use of scanning to establish an expanded zone of interaction.</td>
</tr>
<tr>
<td>Body Presentation SPEECH/DELIVERY</td>
<td>Expressive, personable and natural use of gestures, posture and facial expressions to reinforce and enhance meaning. Body language reflects comfort in interacting with the audience.</td>
</tr>
<tr>
<td>Vocal SPEECH/DELIVERY</td>
<td>Natural variations of vocal characteristics (rate, pitch, volume, tone) in Standard English to heighten interest and match the message.</td>
</tr>
<tr>
<td></td>
<td>In appropriate variations of vocal characteristics. Inconsistent with verbal message. Excessive fluency errors and pauses interfered with message comprehension. Excessive use of vocalized fillers such as um, uh, ah, you know, etc.</td>
</tr>
<tr>
<td></td>
<td>Missed presentation</td>
</tr>
<tr>
<td>Verbal Language</td>
<td>SPEECH/DELIVERY</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Use of clear, correct and appropriate language for target audience and speech goal. Speaker uses a variety of rhetorical devices (analogies, repetition, alliterations, etc.) to enhance message.</td>
<td>Few noticeable syntax and grammatical errors and some use of vague language, but generally clear and appropriate for speech goal and audience</td>
</tr>
</tbody>
</table>

Two Major Strengths:
3. 

4. 

Two Areas for Improvement:
3. 

4. 

Evaluators Notes: General Comments:

Evaluator: (Name Printed): 

Evaluator: (Signature):
**RUBRIC: INFORMATIVE SPEECH DELIVERY**

<table>
<thead>
<tr>
<th></th>
<th>Excellent - 5</th>
<th>Average - 4</th>
<th>Attempted - 3</th>
<th>Not Present - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaker Credibility</strong></td>
<td>The speaker clearly shares a personal connection between him/her and the topic. Him/Her shows the reason for why they personally care about the topic</td>
<td>The speaker establishes a clear connection between him/her and the topic, but does not give visible signs for the reason for why they personally care for the topic</td>
<td>The speaker shows somewhat vague reason for why they are connected to the particular topic</td>
<td>The speaker makes no attempt to share a personal connection to the topic</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Stays within 4-5 minutes</td>
<td>Less than 4 minutes or exceeds 5 minutes by a minute</td>
<td>Less than 4 minutes or exceeds 5 minutes by 2 or more minutes</td>
<td>Less than 4 minutes or exceeds 5 minutes by 3 or more minutes</td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Consistently and effectively used eye contact to establish rapport with the audience. Inconspicuous use of speaker notes and effective use of scanning to establish an expanded zone of interaction</td>
<td>Noticeable use of speaker notes. Seems disengaged from audience for noticeable periods of time</td>
<td>Reads speech from notes/manuscript. Avoids eye contact with audience. Only occasional and sporadically glances</td>
<td>Missed Presentation</td>
</tr>
<tr>
<td><strong>Body Presentation</strong></td>
<td>Expressive, personable and natural use of gestures, posture and facial expressions to reinforce and enhance meaning. Body language reflects comfort in interacting with the audience</td>
<td>Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures and reinforce verbal message</td>
<td>Body language reflects a reluctance to interact with audience. Distracting movement and/or use of self-adaptive behaviors.</td>
<td>Missed Presentation</td>
</tr>
<tr>
<td><strong>Vocal</strong></td>
<td>Natural variations of vocal characteristics (rate, pitch, volume, tone) in Standard English to heighten interest and match the message. Appropriate pronunciation, enunciation, and articulation. Lack of noticeable vocalized fillers such as um, uh,</td>
<td>Limited variation of vocal characteristics. Use of rate, pitch, volume, and tone seemed inconsistent at times. Few noticeable errors in pronunciation, enunciation and articulation. Minimal use of vocalized fillers such as um, uh, ah, you know, etc.</td>
<td>In appropriate variations of vocal characteristics. Inconsistent with verbal message. Excessive fluency errors and pauses interfered with message comprehension. Excessive use of vocalized fillers such as um, uh, ah, you know, etc.</td>
<td>Missed presentation</td>
</tr>
<tr>
<td>Verbal Language</td>
<td>Use of clear, correct and appropriate language for target audience and speech goal. Speaker uses a variety of rhetorical devices (analogies, repetition, alliterations, etc.) to enhance message.</td>
<td>Few noticeable syntax and grammatical errors and some use of vague language, but generally clear and appropriate for speech goal and audience</td>
<td>Excessive grammar and syntax errors diminished perceived competence. Some sentences are incomplete and/or vocabulary is limited or inappropriate</td>
<td>Missed Presentation</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Visual Aid</td>
<td>Verbal message was effectively supported, clarified and enhanced with appropriate presentation aids. Demonstrates ability to use a variety of presentation strategies. Speaker uses appropriate and respectful presentation aids and is able to adapt to unexpected circumstances comfortably.</td>
<td>Verbal messages was supported and clarified with appropriate presentation aids. Presentation aids are adequate, but not always utilized at the appropriate time. Speaker seemed uncomfortable with presentation media/technology</td>
<td>Poor or not supported nor clear with appropriate presentation aids. Presentation aids were inadequate or inappropriate. Technical presentation problems (visibility and clarity) interfered with message comprehension.</td>
<td>Missed presentation</td>
</tr>
</tbody>
</table>

**Two Major Strengths:**
1.  

2.  

**Two Areas for Improvement:**
1.  

2.  

**Evaluators Notes: General Comments:**

Evaluator: (Name Printed):  

Evaluator: (Signature):
# APPENDIX F: General Class Overview of All Lesson Plans

## Public Speaking - Lesson Plan Overview

<table>
<thead>
<tr>
<th>Date</th>
<th>Assigned Reading/Date</th>
<th>What will be worked on in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 27</td>
<td>Lucas: Chapter 1</td>
<td><strong>In Class:</strong> Syllabus Review &amp; Questions</td>
</tr>
<tr>
<td>Mar 28</td>
<td>Turn It In: 11:59pm</td>
<td><strong>Written Assignment</strong></td>
</tr>
<tr>
<td>Mar 29</td>
<td>Lucas: Chapter 5, 9, 11</td>
<td><strong>PPT Lesson 2</strong> Organization of A Speech Types: Persuasive, Informative, Influential (Sermon) Who, what, when, why &amp; how Time Constraints Clear, Simple, Concise, Specific Know your Topic</td>
</tr>
<tr>
<td>Apr 4</td>
<td>Lucas: Chapter 11 &amp; 16</td>
<td><strong>PPT Lesson 3</strong> Organization of A Speech Open – Introduction – Brain Storming (Topics Body – Reason Conclusion Major points – Fundamental Truths Know Objections &amp; Disagreements Art of Persuasion</td>
</tr>
<tr>
<td>Apr 7</td>
<td>Lucas: Chapter 13 &amp; 17</td>
<td><strong>PPT Lesson 4</strong> How to write a premise (keep it sweet and simple) Body Language Stage Presences Relevant to the listener</td>
</tr>
<tr>
<td>Apr 10</td>
<td>Turn It In: 11:59pm</td>
<td><strong>Speech Outline Posted to Turn It In (No Hard Copy to class)/ e-mailed Persuasive Speech Delivery</strong></td>
</tr>
<tr>
<td>Apr 12</td>
<td>Lucas: Chapter 6 &amp; 221</td>
<td><strong>PPT Lesson 5</strong> Presentation Techniques Power of the pause Word Emphasis Tonality Voice Flux Emphasize Clearly – pronunciation counts Be clear – simple – concise Voice exercises &amp; correct breathing, relaxing Read it out loud</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Lucas: Chapter 7 &amp; 8</td>
<td><strong>PPT Lesson 6</strong> Overcoming PS Fear Techniques Talk about what you are passionate about Preparation – Makes a difference Fake it until you make it Practice! Practice! Practice</td>
</tr>
<tr>
<td>Apr 26</td>
<td>Assigned Articles</td>
<td><strong>PPT Lesson 7</strong> Overcoming PS Fear Techniques Just Do It – Plunge In – Dive In Memorization phrases – preview of techniques Presentation Breakdown Target Audience Importance Know your Social Identity? Be aware of the audience</td>
</tr>
<tr>
<td>May 3</td>
<td>Assigned Articles</td>
<td><strong>PPT Lesson 8</strong> Delivery Techniques – Debate Style: Dealing With Conflict Types of Conflict Tricks to keep conflict away Art of listening Defuse Conflict Tips Transitions to help Speeches</td>
</tr>
<tr>
<td>May 10</td>
<td>Assigned Articles</td>
<td><strong>PPT Lesson 9</strong> Multi-Media &amp; Public Speaking Pictures Graphs Videos PowerPoint</td>
</tr>
<tr>
<td>May 17</td>
<td>Assigned Articles</td>
<td><strong>PPT Lesson 10</strong> Story Telling &amp; Revisit Memorization Techniques Increase Vocabulary Creating the Picture Engaging all Senses Work on Timing Use the “music element” creating a climax Body language used while telling a story</td>
</tr>
<tr>
<td>May 21</td>
<td>Turn It In: 11:59pm</td>
<td><strong>Speech Outline Posted to Turn It</strong></td>
</tr>
<tr>
<td>May 22</td>
<td>8:15am</td>
<td>11 Informative Speeches Delivered/Performed</td>
</tr>
<tr>
<td>May 22</td>
<td>9:15am</td>
<td>10 Informative Speeches Delivered/Performed (review class)</td>
</tr>
</tbody>
</table>

**Calendar subject to change**