

# COM110: Introduction to Communication

## Student Booklet

This booklet is designed to be a flexible document that serves as a learning guide and as a course syllabus, if your instructor wishes. However, some COM110 instructors will distribute their own syllabus apart from this handbook. When this is the case, the policies and assignments set forth in an instructor's individual syllabus will take precedence over the policies and assignments listed in this booklet.

Materials Coordinated by  
Communication Faculty  
Central Piedmont Community College  
(Revised 02/2012)

### **Pre-Major in Communication or Pre-Major in Mass Comm/Journalism**

Central Piedmont offers a two year pre-major in Communication A1010O and a pre-major in Mass Comm/Journalism A1010W for students transferring to a four year institution. If you have questions about the Communication Pre-major, any full-time faculty member will be able to respond to your inquiries.

If you are a Pre-COM major, please contact Linda White, faculty advisor for COM pre-majors:

[Linda.White@cpcc.edu](mailto:Linda.White@cpcc.edu)

333 Overcash Building, Central Campus  
Phone (704) 330-6280

### **Sigma Chi Eta Honor Society**

CPCC has chartered an honor club for students interested in pursuing communication. In order to apply, students need to have 9.0 semester hours completed (3 COM courses) and a 3.0 GPA.

If you meet these requirements and would like to learn more about being a member of Sigma Chi Eta, please contact:

[Anne.McIntosh@cpcc.edu](mailto:Anne.McIntosh@cpcc.edu)

228 Transport Systems Building, Merancas (North) Campus  
Phone (704) 330- 4161

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## COM110 INTRODUCTION TO COMMUNICATION

Instructor's Name \_\_\_\_\_  
Office is located at Campus \_\_\_\_\_  
Office \_\_\_\_\_ Phone \_\_\_\_\_ E-Mail \_\_\_\_\_  
Office Hours \_\_\_\_\_  
Division Office - Arts and Communication, Sloan-Morgan 131, (704)/330-6618

Lecture – 3 Hours                      Lab – 0 Hours                      Contact – 3 Hours  
Credit – 3 Semester Hours              Pre-req's – Eng 090 & RED 090 with grade of C or higher  
Co-req's – None

**Catalog Description** – This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed upon communication theories and techniques used in interpersonal, group, public, intercultural and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. Students may be required to prepare and deliver oral reports in public contexts.

*This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in speech/communication. 3 SHC in Speech/Communication may be substituted for 3 SHC in Humanities/Fine Arts. Speech/Communication may not be substituted for the literature requirement.*

NOTE: For information related to the transferability of this course to a specific four-year college and/or program, please contact your CPCC College Transfer Counselor <http://www.cpcc.edu/ican/trc> and/or your intended transfer school and department.

**Core Competency:** Students will develop competency in the Communication Core Competency. The key indicator addressed in this course will be: Uses appropriate methods to communicate orally based on audience and purpose.

### **Instructional Materials:**

1. Text: Pearson, J.C., Nelson, P.E., Titsworth, S & Harter, L. (2011). Human Communication, 4th ed., McGraw-Hill: Boston, MA. ISBN 9-780077-453299
2. *COM110 Student Booklet* (also available in Blackboard)
3. Recording media – TBA by Instructor; speeches will be recorded!

**Web Enhanced Classes (Blackboard/Moodle format)** - Your instructor may have developed an internet component as an e-resource for your class. You will receive information from your instructor concerning access to your class website. Check Blackboard on a regular basis.

**E-mail** – All students at Central Piedmont Community College are assigned an email address. It is the student's responsibility to check regularly for email from your instructors or the college.

## COURSE OBJECTIVES

1. To learn basic skills for informative public speaking in a variety of situations; show evidence of sufficient preparation, practice, and effective delivery. Use of the following will be stressed and evaluated: proper organization, grammar, voice, pronunciation, nonverbal delivery, and visual aids.
2. To survey, gather, analyze and organize library resources.
3. To demonstrate an understanding of effective verbal and non-verbal communication skills used in interpersonal and group discussion.
4. To give and receive instructions effectively.
5. To identify and demonstrate appropriate listening skills and to become a more critical thinker and listener.
6. To develop an awareness and appreciation of social and cultural diversity.
7. To demonstrate an understanding of effective communication skills for the workplace.
8. To understand the role of mass media and online communication in today's society.
9. To develop individual goals to help meet course objectives.
10. To understand the relationship between a positive attitude and effective communication.
11. To understand the ethical responsibilities involved in communication transactions.

## COURSE POLICIES AND PROCEDURES

**ATTENDANCE** – Regular attendance is required. **If a student has not attended class by the Census Date (10 percent), then students are not allowed to remain in the class, per college policy 5.11.** There must be an audience and someone to critique the student speeches. In-class activities require class participation. The program does allow 8.0 class hours to be used for sickness, medical appointments, deaths in family, work schedules, child-care issues, etc. These 8 class hours should be covered and not used frivolously; arriving late and/or leaving early constitutes “missed class time.” **After 8 class hours, the overall grade average will be lowered 5 points for each class hour missed.** There are NO excused absences. It is the student’s responsibility to contact the instructor concerning the number of absences or other problems related to this issue. **This is the CPCC Speech Communication attendance guideline for all classes. Online COM 110 classes should see their instructor’s syllabus for the online attendance policy.**

**PROMPTNESS** – In order not to distract class activities, please be on time. **DO NOT ENTER A CLASSROOM DURING A STUDENT’S SPEECH.** All assignments and any changes to the syllabus will be given at the beginning of the class. **Two tardies will count as an absence.**

**SPEECH RECORDING** – Student speeches may be videotaped at the instructor’s discretion. If assigned, each student must provide his/her recording material on the day of the speech. It is the student’s responsibility to remember to bring the recording material on the day of the speech. The student will review the speech at home or in the Video Media Center in campus library, and write a self-evaluation before receiving a grade for the speech from the instructor.

**PROHIBITED ITEMS** – In accordance with CPCC policies, students may not bring to the campus or classroom alcohol, drugs, animals, firearms or other weapons. These items are prohibited for any purpose, including the use of props for speeches. It is at the discretion of the instructor to determine the policy of paggers and cell phones and laptop computers within the classroom, but at no time should these devices be allowed to disturb the learning environment for other students. There should be no text messaging during class. Cell phones must be turned off or on silent during speech days. Laptop computers must be put away during on campus presentation days.

**CLASS PARTICIPATION and INTERACTION** – Students are expected to participate in class discussions and activities in an appropriate time and manner. Learning and practicing good listening skills are critical to perception-checking in communication.

**DRESS ATTIRE/GROOMING** – Clothing should be neat and fitting for the occasion. Students are encouraged to dress in appropriate attire that relates to their topics on days they give their presentations to enhance speaker’s credibility.

**CLASSROOM BEHAVIOR** – Students are expected to behave and listen in a respectful manner to their classmates and instructor. Sharing and exchanging of ideas are expected to be conducted in a mature and collegiate manner at all times.

**ATTITUDE** – A positive attitude toward the instructor and classmates is necessary to demonstrate an understanding of effective communication.

**ACADEMIC INTEGRITY AND STUDENT CONDUCT** – All students should be aware of and abide by CPCC’s Academic Integrity Policy and Student Conduct guidelines, including but not limited to plagiarism and cheating, as described in the CPCC Student Handbook and CPCC Catalog. [http://www.cpcc.edu/student\\_handbook/conduct](http://www.cpcc.edu/student_handbook/conduct) Do not copy passages out of books, newspapers, or journals and claim as your own. Properly cite and give credit to others for their words and/or ideas. <http://www.cpcc.edu/administration/policies-and-procedures/7-10-student-academic-integrity>.

**DISABILITY SERVICES** – CPCC is committed to the success of each student and provides services for students with disabilities. If you have a medical issue that needs to be documented, you are encouraged to contact Disability Services. For additional information, contact Disability Services, Terrell 219, 330-6621 or 330-6556. <http://www.cpcc.edu/disabilities>

**GRADING** – Grading will be based on the completion of the requirements set forth by the instructor. Speech Communication adopts the 10-point grading scale.  
GRADING SCALE: A= 90-100 B= 80-89 C= 70-79 D= 60-69 F <59  
<http://www.cpcc.edu/administration/policies-and-procedures/5-10-grading-policy>

**LATE WORK** - Assignments must be completed and received by the instructor on the due date. It is the responsibility of the student to verify that the instructor has received the completed assignments. **Refer to your instructor’s syllabus for make-up, late work and grade policies.** Some Instructors do NOT accept late work.

**INCOMPLETE GRADE POLICY** – An “I” (Incomplete) may be assigned when a student has persisted through the course and has completed at least 90% of the requirements for passing the course or when the instructor has determined extenuating circumstances exist. A student must resolve an “I” (Incomplete) grade within 6 months from the end of the term in which the grade was assigned, unless the time period is otherwise specified by the division. When an “I” grade has been resolved, the final grade will be recorded beside the “I” (e.g., I/B) and the GPA will be recomputed. An “I” which is unresolved will be changed to the grade of I/F after 6 months.

**WITHDRAWAL POLICY** – When a student determines that he/she will be unable to complete the courses in which he/she is currently enrolled, it is the student’s responsibility to initiate procedures leading to a formal withdrawal (“W”) in order to avoid a failing (“F”) grade. **To receive a “W” grade a student must withdraw before the first 35% of the academic term.** Final dates for withdrawing from the course will be announced in CPCC’s Class Listing Schedule and Telephone Registration Information. The instructor may also assign a “W” at other times when circumstances warrant such action. A “W” will remain on the transcript and will not count as credit hours attempted. To receive credit, a student who has received a “W” must re-register and pay for the course in a subsequent term. Financial aid recipients need to refer to the financial aid satisfactory progress policy to determine if schedule adjustments will affect financial aid. **NOTE:** *The Speech Communication program recommends that a student*

*notify the individual instructor if the student plans to withdraw from the course.*  
[http://www.cpcc.edu/financial\\_aid/fyi/withdrawal](http://www.cpcc.edu/financial_aid/fyi/withdrawal)

**STANDARDS OF ACADEMIC PROGRESS** - Students whose term Grade Point Average falls below a 2.0 will no longer be in good academic standing with the College. Consequences include but are not limited to being blocked from registration, limited course availability, and suspension from the college. Information regarding Standards of Academic Progress is available at <http://www.cpcc.edu/ican/sap/standards>

**STUDENT GRIEVANCE PROCEDURE** – Students wishing to appeal any decision affecting their status in a class or as a CPCC student should follow the Student Grievance Procedure as stated in the CPCC Student Handbook and CPCC catalog.

## COURSE ASSIGNMENTS

(The sequence and choice of assignments will be made by the instructor based on the size and needs of the class.) ALL SPEECH TOPICS MUST BE APPROVED BY INSTRUCTOR.

At the Instructor's discretion, the preparation and presentation of many, or all, of the following assignments:

### Oral Assignments:

1. **A two-minute "Ice Breaker"** speech on a non-controversial subject, Pass/Fail grade or ungraded
2. **Demonstration Speech:**
  - \_\_\_\_\_ to \_\_\_\_\_ minutes.
  - *visual aids* must be used as *an integral part* of presenting the speech.
  - \_\_\_\_\_ note card(s) may be used.
  - Speech must be at least \_\_\_\_\_ minutes to receive a passing grade.
  - Outline required. Check with Instructor as to the type of outline required.
  - Speech will be recorded.
  - \_\_\_\_\_% of grade.
3. **Informative Speech:** A \_\_\_ to \_\_\_ minute Informative speech based on library research. It may or may not be related to human communication as directed by our Instructor.
  - \_\_\_\_\_ to \_\_\_\_\_ minutes
  - PowerPoint must be developed and used in speech.
  - four credible and appropriate sources must be cited (encyclopedias and dictionaries may be used and must be cited, but are not counted as one of the four required sources).
  - \_\_\_\_\_ note card(s) and/or outline (check with your instructor) may be used during the speech.
  - Speech must be at least \_\_\_\_\_ minutes in length to receive a passing grade.
  - Outline required.
  - Speech will be recorded.
  - \_\_\_\_\_% of grade.
4. **A Small Group Project** composed of four or five class members speaking on a subject of mutual interest and approved by the Instructor. This must show evidence of library and/or field research as designated by the instructor.
5. **Impromptu Speeches** and **Special Occasion Speeches** as time permits.

## Written Assignments:

6. **Library Research Project** as assigned by Instructor. Each student will demonstrate competency in conducting thorough research through the completion of the Library Research Project as included in this supplemental booklet (or comparable assignment as given by the Instructor). \_\_\_\_\_ % of grade
7. **Outside Speaker Critiques** - Attend presentations outside of class and complete the required critique form in CPCC COM 110 booklet. (**Review instructions from your instructor about whether this assignment should be turned in on the form or written as a paper.**) CPCC instructors or televised/recorded speakers may not be used. A theater performance may be substituted for one of the speeches.
8. **Evaluations of speeches** given in class (oral and written as assigned).
9. **Written evaluations of self and/or other members** of the class (as assigned).
10. **Written and oral evidence demonstrating an understanding of communication in the workplace.** This may be a completed resume and mock employment interview.
11. **Tests/Exams** – There will be \_\_\_ tests on the text, handouts, lectures, and films. Evaluation may include a final exam; tests may include both objective and subjective types of questions.
12. **Worksheets and other assignments** related to interpersonal communication as directed by instructor.

## News to Ease Nervousness When Speaking: 14 Tips to Help Get You Through Speeches

All of us experience some nervousness whenever we must speak publicly—this is a natural reaction to a stressful situation, an extension of the “fight or flight” syndrome our ancestors experienced in the earliest times. Do not expect to cure nervousness—in fact, some nervousness is a good natural reaction: The body’s chemicals help you to “peak,” or do your best under stress. Too much nervousness can be a problem and undermine your abilities. Fortunately, lots of techniques can lessen “nerves” or “stage-fright”. You need not employ all strategies at one time—but you should sample them and see which ones work best for you, then use them as often as necessary. Refer to these tips every time you speak!

1. **Be thoroughly prepared.** If you have not prepared thoroughly you will end up worrying about how unprepared you are, and this will only make matters worse. Make sure you allocate time to do everything you know you will need to do; later, knowing you have prepared will calm you.
2. **Make sure you have notes—NOT a manuscript.** One of the worst incidents that can happen is to forget what you want to say, right? But reading a manuscript word-for-word can make you MORE nervous, since you have to read and translate copy, and pay attention to your place AND the audience. Use note cards with key words or phrases that help trigger what you already know about the subject, and allow you to speak extemporaneously.
3. **Practice/Rehearse.** You will not know how you will actually sound until you speak out loud. Practice your speech aloud, preferably in front of an audience (your family and friends are fine), and do not forget to include whatever visual aids you’ll be using. Practicing will make you more comfortable, and give you the chance to develop your delivery skills.
4. **Get plenty of rest beforehand.** We all tend to be much more emotional—and prone to error—when we are fatigued. Sufficient rest will help insure that you are alert and motivated.
5. **Check out the room and the podium.** Timothy Bottoms showed how well this works in the movie, The Paper Chase. Better if you can go to the room and give the speech exactly as you will later.
6. **Eat lightly beforehand.** A nervous stomach should not have to cope with digesting a large meal. Better to load up with clean-burning carbohydrates (pastas/grains/cereals) the previous evening. And just before speaking, avoid dairy products and/or chocolate—they will coat your throat and mouth enabling phlegm to build.
7. **Do relaxation exercises: massage tense muscles.** Do body stretches and head rolls prior to speaking to release tension—or better yet— have someone give you a neck and shoulder massage. Exercise/massage relaxes by increasing oxygen transfer to your muscles.

8. **Breathe deeply.** You cannot get the oxygen you need from shallow breathing. Breathing from the diaphragm (like babies do) will give you better support, and help relax your body. Some research suggests that deep breathing stimulates the release of endorphins—the chemicals that make us feel good!
9. **Move while you are speaking; do not cling to the podium.** Try to avoid that dreaded “podium clutch”—you will find that clutching causes tension to increase. Do move around—do not just swing your arms or wiggle your leg—but use the space around you positively. Walking around the podium or gesturing to make a point, or just going to the chalkboard/overhead projector will help release energy.
10. **Concentrate on what you are saying.** While many of us worry that our speaking success depends on whether people inherently “like” us or not, there are seven components in the communication process. You – the speaker – are just one of them. (The SPEAKER must send a MESSAGE through a CHANNEL to an AUDIENCE as part of a SYSTEM while seeking FEEDBACK and seeking to avoid INTERFERENCE.) Instead of worrying about how you will do, focus on the other components—your message, your voice (the channel); focus on getting through to your audience. Try to focus on what you are saying as you speak.
11. **Be positive.** If you tell yourself you are going to be awful, you will be! Only you can convince yourself of failure, and of success. You must adopt the attitude that you are doing your best, and your audience will recognize and appreciate this. Just before you begin, pump yourself up! Remember that your nervousness rarely shows to your audience; it is largely within you.
12. **Seek out friendly faces in the audience.** There will always be folks in the audience who are tired, or grumpy, or would rather be someplace else. Ignore them! There will also always be folks who really want to hear what you have to say.
13. **Hang in there!** Even the most nervous of speakers will discover that the act of speaking helps to diminish nervousness. You should feel a lessening of tension within a minute of beginning to speak.
14. **Seek out the speaking situations.** Take every opportunity to speak in front of people as you can. Nervousness lessens as public speaking becomes more familiar. Ask your other instructors if you may give a presentation in your classes instead of—or in addition to—turning in a research paper. If you a part of an extracurricular organization, take advantage of the opportunity to speak (and inform others) if asked in your classes for announcements.

## DEMONSTRATION SPEECHES

The purpose of this speech is to demonstrate an informative process using a visual aid.

1. Time Limit: \_\_\_\_ to \_\_\_\_ minutes. Less than \_\_\_\_ minutes will result in an F grade.
2. No notes may be used unless otherwise stated by Instructor.
3. Topic should be approved by the instructor at least a week before the speech is due. Outlines must be submitted and approved before the day of the speech. The instructor may assign an F grade if these instructions are not followed.
4. The topic should be of interest to the audience (class and Instructor). No in-depth technical subjects.
5. Be sure all visuals/objects are large enough to be seen by entire audience.
6. Use appropriate logical organizational patterns, such as chronological, for the body's main points in the speech presentation.
7. Presentation should employ techniques of good speech delivery (verbal and nonverbal).
8. The chalkboard, charts, pictures, overhead transparencies, and PowerPoint, may be used only in addition to and to enhance the understanding of the process being demonstrated. No slides, videos, or films may be used unless prior permission is given by the instructor.
9. No alcohol, firearms, knives, or other weapons are allowed in the classroom.
10. No animals may be used as visual aids.
11. Do not pass objects around while speaking. Passing objects distracts from the speech.
12. If the process of preparing food has been selected as a topic, please be aware that samples may be shared with the class. The student/speaker is responsible for all cleaning related to this activity.

## DEMONSTRATION SPEECH SAMPLE TOPICS

*All topics must be approved by your instructor.*

### Crafts

Folding napkins  
Weaving  
Crafts for children  
Decorating a t-shirt  
Crafts for gift ideas  
Gift baskets  
Shadow boxes

### Hobbies

Packing a hiking backpack  
Rock climbing  
Juggling  
Backpacking equipment  
Feng-Shui

### Exercise

Yoga  
Warm-up and cool down exercises  
Weightlifting  
Moderate exercises  
Step aerobics  
Meditation  
Stretching  
Pilates

### First Aid

How to assemble a first aid kit  
How to stop bleeding  
How to splint a broken bone  
CPR on an adult  
CPR on infant or child  
Abdominal thrusts (choking victims)  
Stop, Drop, Roll  
How to treat first degree burn  
How to treat second degree burn  
How to treat third degree burn

### Food

Quick main dish  
Easy desserts (sugar-free, fat-free)  
Sushi  
Vegetarian

### Musical Instruments

Guitar, violin, keyboard, sax  
Writing music/lyrics

### Household tasks

Lifting heavy objects properly  
Installing smoke detectors  
Installing a carbon monoxide  
Setting a formal table  
Packing a suitcase post 9-11  
Re-potting a plant

### Occupations

Fire Tech- Fire fighting equipment  
Medic- Safety gear for rollerblading, motorbikes, etc,  
Dental Hygiene- Brushing and/or flossing teeth/ whitening  
Physical Therapy – using crutches properly  
Criminal Justice- Taking fingerprints  
Computer- Increasing memory, scanning, antiviral protection

### Health

How to reduce gluten in diet  
How to exercise using Yoga  
How to eat without using sugar  
How to avoid MSG  
How to incorporate herbs into cooking  
How to reduce sodium

### Sports

Ski equipment or ski wear  
Snowboarding (assemble equipment)  
Bowling  
Hitting or throwing a baseball  
Ice Hockey (equipment)  
Golf swing or putt  
Sport safety gear

### Miscellaneous

Fire safety  
How to fold the flag  
How to prevent identity theft  
How to reduce home burglaries  
How to engage in Self-defense/Martial Arts/Personal protection  
How to handshaking properly in various cultures  
How to properly wash your hands/food sanitation  
How and when to salute  
How to fingerspell

NOTE: If the process of preparing food is used as a topic, please be aware that samples may be shared with the class.

**The student is responsible for clean up.**

### Note: Seek instructor approval before considering these topics:

Backgammon	Balancing Checkbook	Billiards	Cake decorating
Cameras	Coin, stamp collecting	Computer	Installing car stereos
IRS forms	Manicure	Rug hooking	Wrapping package

## Sample Sentence Outline - Demonstration Speech

Student Name \_\_\_\_\_

COM 110 - sec \_\_\_\_\_

Demonstrative Speech Outline

### HOW TO MAKE EGG ROLLS

General Purpose: To inform

**Planning steps**

Specific Purpose: To demonstrate to the audience how to make egg rolls. **prior to**

Central Idea: Egg rolls are a tasty appetizer you can prepare using simple ingredients from your pantry and refrigerator. **outlining**

#### INTRODUCTION

- I. When we are in the party mood in the Philippines, the cook and the guests automatically think of egg rolls **(attention step)**
- II. Egg rolls are a tasty appetizer you can prepare using simple ingredients from your pantry and refrigerator. **(central idea)**
- III. I have been making egg rolls for fifteen years for friends and family. I have learned the art of egg roll-making from my mother, culinary instructors of two classes I have taken, and three articles from culinary magazines. **(credibility)**
- IV. There are three basic steps in making egg rolls. **(preview of points)**  
First, I will show you how to prepare the filling, second how to wrap the egg rolls and third, how to fry them.
- V. Egg rolls are easy to make and can be prepared ahead of time. **(motivators)**  
Egg rolls freeze well until they are needed or they can be kept in the refrigerator until ready to fry.

**(Transition:** Now let me show you how easy egg rolls are made by starting with filling of the egg rolls).

#### BODY

- I. The first step when making egg rolls is preparing the filling that you will put in the egg roll wrapper.
  - A. Heat one tablespoon of oil in a wide frying pan.
  - B. Then, sauté three cloves of minced garlic, one large onion (chopped), one cup thinly sliced celery, ½ cup shredded cabbage, one cup bean sprouts, ¾ lb. ground beef.
    1. You can substitute these ingredients and use whatever vegetables that you have in the refrigerator.
    2. You can substitute different meat or use no meat at all.
    3. Stir fry these ingredients until the vegetables are tender crisp and the meat is browned.
  - C. Combine one tablespoon cornstarch, ½ t. salt, two teaspoons soy sauce and one tablespoon of dry sherry. Add the filling and cook until the sauce thickens.
  - D. Let the ingredients cool so you will be able to handle them.

**(Internal Transition:** Now that we have the filling ready, let us move to the second step and show how the egg rolls are rolled tightly so they do not break apart in the fryer).

- II. Wrapping the egg rolls is an easy skill to acquire.
  - A. There are two sizes of egg roll skins and you should choose one that fits your needs.
    1. Egg roll wrappers are big and can be used for side dish size egg rolls.
    2. Wonton wrappers are small and can be used for appetizers and soups.
  - B. If you can picture a baseball field, you can wrap an egg roll
    1. Think of the wrapper as a baseball diamond.
      - a. Place a spoonful of filling at the pitcher's mound.  
(Use 1 to 2 tablespoons depending on the size of egg rolls wanted)
      - b. When using wonton wrappers, use 1 to 2 teaspoons of filling.
    2. Roll home plate to the pitcher's mound to enclose the filling.
      - a. Fold in first base and then third base.
      - b. Roll to second base tightly.
  - C. Now your egg rolls can be frozen, or refrigerated and fried when you are ready or you can fry them immediately.

**(Internal Transition:** Now that everything is wrapped and ready, let us talk about the third step, frying the egg rolls).

- III. Frying the egg rolls is the last step before serving.
  - A. Heat the oil to 360 degrees Fahrenheit in a deep fryer.
  - B. Slowly drop 3 to 4 egg rolls at time in the fryer.
  - C. Fry one side until golden brown, then carefully flip the egg rolls over and continue frying until all sides are brown.

**(Transition:** Now that I have shown you how to make egg rolls, you can make your own; let us review).

## **CONCLUSION**

- I. In conclusion, you can make egg rolls following three steps. First prepare the **(summary)** filling, then roll it (using the baseball field method, and fry until golden brown.
- II. Now I hope you are ready to find out how tasty **(closing statement -clincher)** these egg rolls are because I have brought some egg rolls for you to try.

## **Bibliography**

Note: If you have done research, a properly formatted bibliography (APA-style) should be included with the outline.

**List of Visual Aids/Materials**

*Be sure to include a complete list of all materials that you will need to bring for the presentation. (That includes your recording materials.)*

## Key Word Outline - Demonstration Speech

Student Name \_\_\_\_\_

COM 110 sec \_\_\_\_

Demonstration Outline

### REPOTTING A HOUSE PLANT

**General Purpose:** To inform

**Specific Purpose:** To demonstrate to the audience three steps to repot a houseplant.

**Central idea:** The correct procedure for repotting a house plant will help to insure healthy plants.  
(this Central Idea should be the same as Central Idea in the Introduction)

**Introduction** (10% - 15% of your speech)

- I. **Attention-getter** - Compare shoes that are too small to pot that is too small.
- II. **Central idea** - I am going to demonstrate the steps to be used in properly repotting a houseplant.
- III. **Preview of points** - I will explain 1) how to know when to repot, 2) the materials needed, 3) the preparation of the pot and soil, 4) the technique for repotting and 5) appropriate watering.
- IV. **Other** - (Relate to audience needs) Many of you probably have houseplants that are in need of attention.
- V. **Credibility** - I learned this process from my wife who has 9 years of experience working in a greenhouse, from researching *Horticulture Today*, and from taking a seminar at Baucom's Nursery this past Spring.

(**Transition:** Now let us get started.)

**Body** (70% - 80% of your speech)

- I. Determining the need for repotting.
  - A. Stunted growth
  - B. Dropping or yellow leaves

(**Internal Transition:** Next, assemble your materials.)

- II. Gathering the materials
  - A. Newspaper for clean-up
  - B. Plant in old pot
  - C. Larger new pot w/ drainage pan
  - D. Pottery shards or screen
  - E. Soil
    1. Potting soil
    2. Peat moss
    3. Perlite
  - F. Pitcher of water

(**Internal Transition:** We are ready for the next step.)

- III. Preparing the pot and soil
  - A. The night before water the plant for easy removal.
  - B. Bleach and rinse the new pot to sanitize it. (Kills fungus.)
  - C. Place pottery shards, screen over the hole in the bottom of the new pot.

- D. Place potting soil, peat moss, and Perlite mixture in new pot about two-thirds full.
- E. Make a depression in the center of soil to accommodate the plant.

**(Internal Transition:** Now we can do the actual repotting.)

- IV. Repotting the plant.
  - A. Remove from the old pot by tipping the pot over and pulling the pot away from the ball of dirt.
  - B. Place the plant into the depression up to the level the plant was previously planted.
  - C. Gently press soil around it and add more soil up to one inch of the rim.

**(Internal Transition:** Now we are ready for the last step, watering.)

- V. Watering the plant.
  - A. Add water and let pot drain into the pan
  - B. Pour out the excess to prevent fungus.
  - C. Place in indirect sunlight for two weeks.

**(Transition:** We have completed the process; let us review the steps.)

**Conclusion** (10% - 15% of your speech)

**I. Summary** - In conclusion, today we have learned 1) how to recognize the need for repotting, 2) the materials needed, 3) how to prepare the pot and the soil, and finally, 4) the technique for repotting, and 5) and watering the plant.

**II. Clincher** - I hope this demonstration will help you care for your houseplants. Remember house plants are like your feet when your shoes are too tight. Sometimes they need a bigger size container.

## **BIBLIOGRAPHY**

### **LIST OF MATERIALS/VISUAL AIDS:**

newspaper	potting soil
plant in old pot	Perlite
new pot with drainage pan	peat moss
shards of pottery or screen	can of water
PowerPoint of 3 steps to repotting	garden gloves

## Full Sentence Outline - Demonstration Speech

Student Name  
COM 110 – sec. \_\_\_\_  
Demonstration Speech Outline

### Faux Painting Using the Ragging On Technique

**General Purpose:** To inform

**Specific Purpose:** To demonstrate to the audience how to faux paint using the ragging on technique.

**Central idea:** Faux painting is an easy, fun, and inexpensive way to decorate professional-looking walls without using wallpaper.

**Introduction** (10% - 15% of your speech)

- I. **Attention-getter** – Are you tired of looking at plain white walls? Do you dislike the expense and hassle of putting up wallpaper? Have I got an answer for you.
- II. **Central idea** – This afternoon, I am going to demonstrate the steps to creating professional-looking faux-painting walls using the ragging on technique.
- III. **Credibility** – I personally have experimented with faux painting and found the ragging on technique to be the easiest; as stated in the *Detroit News*, “Even a beginner cannot mess up faux painting.”
- IV. **Preview of points** - I will explain 1) materials you will need, 2) how to prepare the walls, and 3) the steps to faux painting.
- V. **Other** - (Relate to audience needs) On the survey, many of you indicated that you would like to learn an easy way to freshen up the décor of your homes.

(**Transition:** Let us begin with the materials needed.)

**Body** (70% - 80% of your speech)

- I. First, the following materials will be needed.  
Drop cloth, paint, glaze, gloves, 2” cheese cloth rags, tray, mixing stick, painters tape, spackling compound, and sandpaper.

(**Internal Transition:** Now that we have our materials, we can begin to prepare the walls.)

- II. The second step is preparing the surface.
  - A. Holes and imperfections on the walls must be repaired before you are able to paint.
  - B. If desired, you can paint a base coat for added texture or to cover up an existing color that is not desirable; for the sake of time, we will assume that I have a white wall here.
  - C. Tape off the trim, ceiling, and walls opposite the wall you will be working because taping the opposing walls will prevent overlapping in the corners.

(**Internal Transition:** We have prepared the surface, so now we’re ready for the next step which is to perform the ragging-on technique.)

- III. The third step is performing the ragging on technique itself.
  - A. Mix the glaze with the paint, according to the direction on the can of glaze tray; ensure you have plenty of mixture to complete the room as it will be nearly impossible to get the exact same mix if you run out of mixture.

- B. Take the 2" section of cheesecloth and dip into mixture removing the excess; dab onto wall working in two foot sections from top to bottom.
- C. Recrumple the rag frequently to prevent repeating the patterns; after you complete the first wall, do the same process on the opposite wall facing the one you just completed.

(**Transition:** We have completed the process and I would like to review the steps.)

**Conclusion** (10% - 15% of your speech)

- I. **Summary** - In conclusion, today we have learned about the materials needed, how to prepare the walls, and the actual ragging on technique itself.
- II. **Clincher** - I hope this technique shown here gave you a realistic alternative to wallpaper and that you will be as happy with the results as I am

**BIBLIOGRAPHY**

Commisso, Tammy. (1997-present). COM110 Class Survey Questionnaire. Unpublished manuscript. CPCC-Levine Campus. Matthews, NC.

Commisso, Tammy. (1997-present). Personal experience. Matthews, NC.

Drucker, Mindy and Finkelstein, Pierre. (1993). *Recipes for surfaces*. Fireside: New York.

Sternbenz, Carol Endler. (1995). Even a beginner can't mess up faux paint. *Detroit News*, Detroit, MI.

Thomas, John. (1999). *Faux painting versus wallpaper: The pro's and con's*. Ballantine Books: New York.

**LIST OF MATERIALS/VISUAL AIDS:**

- List of main points outlining the steps
- Materials list
- Surface Preparation list
- Steps to Perform Faux Paint Technique
- Before and After pictures
- Paint supplies (e.g.: glaze, paint, rags, tray, wall, tape, gloves)

## Sample speaker notes - Demonstration Speech

Note: Speaker notes are to help you remember the order of key ideas and to remind the speaker with delivery cues. This example shows what a speaker may choose to include on a speaker note-card. You may highlight or add other reminders to yourself.

### HOW TO MAKE EGG ROLLS

#### INTRODUCTION

party time in the Philippines

prepare egg rolls : prepare filling, wrap egg rolls, frying egg rolls

making egg rolls for many years for friends and family

easy to make; prepare ahead of time; freeze well

**Transition** I. Making filling (Show ingredients as used)

A. Heat 1 T oil.

B. Sauté 3 cloves of minced garlic, 1 large onion chopped, 1 cup thinly sliced celery, ½ cup shredded cabbage, 1 cup bean sprouts, ¼ lb. ground beef.

1. Substitute vegetables

2. Substitute meats

3. Stir fry

C. Make sauce

1 T. cornstarch, ½ t. salt, 2 t soy sauce and 1 T. dry sherry cook until thickens.

D. Cool ingredients

**Transition**

III. Rolling

A. egg roll skins

Egg roll wrappers

Wonton wrappers

B. Baseball field – wonton wrappers.

1. spoonful of filling at the pitcher's mound. (1-2 T)

2. wonton wrappers (1-2t.)

3. home plate pitcher's mound.

4. Fold in first base, then third base.

5. Roll to second **tightly**.

C. egg rolls frozen, refrigerated or fried

**Transition**

IV. Frying the egg rolls is the last step before serving.

(Eye Contact)

A. oil to 360 degrees in fryer.

B. 3 to 4 at time.

C. Fry, flip until brown

**Transition**

#### CONCLUSION

I. Summary

II. Try one.

## COMMUNICATION RESEARCH SPEECHES

- Choose a communication-related topic from the list below (or one of your own choosing – check beforehand with your Instructor). Before beginning research, you must have your topic approved by your instructor. Research topic thoroughly. Be prepared to present your findings in a speech presentation with PowerPoint.
- Main purpose: How does \_\_\_\_\_ (fill in with your topic) \_\_\_\_\_ apply to communication?
- **Your speech should be spoken, not read.**
- Use at least **four sources** other than encyclopedias, dictionaries and the text for this course. Cite \_\_\_\_\_ of the four sources in the presentation so audience will know you did research the topic. Check with your instructor for how many sources are required.
- Use of PowerPoint in the presentation is required.
- Time limit: \_\_\_ to \_\_\_ minutes. Less than \_\_\_ minutes will result in an F.
- Use \_\_\_ 4' x 6" note card(s) from which to speak. More than \_\_\_ card(s) will result in an F. No sheets of paper. (At the discretion of the Instructor) Use one side of card for speaking purposes and the other side to list your four references.
- Your speech should show evidence of ample preparation (clear, concise outline; dry-runs of rehearsing presentation; professional-looking visual aids). (At the discretion of the Instructor) Turn the card in to your Instructor after you finish your speech.

## **SUGGESTED TOPICS:**

Choose one of the following topics or submit one of your own for approval. Narrow the topic. This suggestion list includes broad topic areas. Do not try to cover the whole topic in the allowed time.

### **Language**

Semantics (word meaning)	Baby Sign Language
Dialect (varieties of language)	American Sign Language
Jargon (technical terminology)	Learning a Second Language
Language acquisition in children (0 – 6 years)	Multilingualism
Euphemisms (Ex. “pass away” instead of “die”)	Transliteration (word vs. meaning)
Colloquialisms	

### **Personality**

self-concept/self esteem (check Psychology, Sociology literature)  
self-disclosure (check Communication, Psychology literature)  
shyness, communication apprehension (check “bashfulness”)  
assertiveness  
leadership styles (Check Psychology, Communication, Business Education)  
conflict styles (Check Communication- mediation, Law, Psychology)

### **Nonverbals**

eye contact	gestures and posture
facial expression (excluding eye contact)	first impressions (ex.: interviews)
body movements (kinesics)	first impressions (courtship)
territorial space and/or personal space (proxemics)	appearance
touch (haptics)	paralanguage
cultural differences in body language	use of color (ex. in advertising)
artifacts (jewelry, tattoos)	color wheel (power colors)

### **Voice**

how voice is produced  
steps to improving voice diction  
phonetics (study of the sounds of spoken language)  
accent reduction

### **Speech and Language disorders**

Stuttering (definition, causes, symptoms, treatment)	Laryngectomy (speaking w/o voice box)
Speech of cerebral palsied people (breathing, voice, language, hearing, and articulation)	Communicating with Autistic children Communicating with Autistic adults
Aphasia (language problem resulting from head injury or stroke)	
Cleft palate and speech problems	

### **Hearing Impairment**

Types of hearing impairment	Cochlear Implants
Ways hearing impaired people communicate	Accommodating hearing loss in classroom
Ways to recognize hearing loss	Accommodating hearing loss in workplace
Mechanics of hearing (parts of ear)	Relay North Carolina
Captioned Telephones/CapTel	Alerting devices to improve communication

### **Work-related communication**

Communication on the job interview (verbal or nonverbal)	
Communication in job performance evaluations	Conflict resolution/Mediation at work
Communication in corrective interviews	Leadership communication
Communication styles in business	Facilitating groups
“Power communication” in dress attire	Building team cohesion
Problem-solving	Mediation

### **Health Communication** (such as nursing, dental hygiene, psychology)

Humor and its effect on health  
Laughter in the medical industry  
Empowering communication to improve well-being  
Healthcare provider to patient communication interactions

Medicinal benefits of laughter  
Communication and Depression  
Health literacy

### **Listening**

Types of listening  
Levels of listening  
Gender differences in listening  
Common Barriers to effective listening  
Nonverbal cues indicative of listening

Cultural differences in listening  
Ways to improve listening  
Active listening  
Improving inner-listening  
Verbal cues indicative of listening

### **Relationships, Gender, and Age**

Gender differences in communication – verbal  
Gender differences in communication – nonverbal  
Communicating with children  
Communicating with teenagers  
Communicating with elderly  
Communication with aging parents  
Communication in co-dependent relationships  
Intergenerational family communication

Communication in romantic relationships (spouse, significant other, etc.)  
Communication in platonic relationships (work-based, neighborhood, civic group, etc)  
Emotional Expression and Relationships  
Relational maintenance  
Relational dissolution (break-up, separation divorce)

### **Mass Media**

Deceptions in advertising (radio and TV)  
Diversity in mass media  
Responsible/Irresponsible online tactics  
Marketing effectiveness using media  
Use of media for health literacy

TV censoring devices  
Responsible/Irresponsible news reporting tactics  
Effectiveness of tweets, twitters, blogs  
computer-mediated communication  
Social media (Facebook, Twitter, etc.)

### **Communication Theories**

Social Penetration Theory  
Attribution theory  
Social Exchange Theory  
Systems Theory  
Cognitive Dissonance Theory  
Trust Matrix Theory  
GroupThink Theory  
Monroe's Motivated Sequence  
Sapir-Whorf Hypothesis

Uncertainty Reduction Theory  
Attraction Theory  
Relational Dialectics Theory  
Distance Theory (Edward T. Hall)  
Johari Window Theory  
Culture Shock Theory  
Ethos, Pathos, Logos  
Persuasion  
Symbolic Interactionism

### **Public Speaking**

Speech/Stagefright, Communication Anxiety (Tell us something new.)  
Credibility of public speakers (Ethos – competence, reputation, dynamism, trustworthiness)

### **Bilingualism/Multilingualism**

English as a Second Language  
Fluency techniques  
Bilingualism  
Interpreting (e.g.: ASL to English and/or vice-versa)  
Translation (e.g.: Japanese to Eng; ASL to Eng)

Humor  
Culture shock of newcomers to America  
Culture shock of Americans going abroad  
Translating idioms across cultures

## **SOURCES OF INFORMATION**

- General speech and language pathology, psychology, biology, medical textbooks (use index and TOC)
- Interpersonal communication textbooks and handbooks

- Journals (Ex. *Communication Monographs*, *Communication Education*, *the Quarterly Journal of Speech* – (Instructors can provide additional reputable titles )
- Reputable magazines (check Library research databases such as Academic Search Premier and Ebscohost)
- Popular paperbacks
- Films, videos, tapes, PBS documentaries
- Public presentations given by experts (check Student Life for upcoming presentations)
- Personal and/or telephone interviews and/or email correspondence with well-respected experts

## Speech Communication Presentation Evaluation Rubric

This rubric is used for evaluating speeches for the General Education Evaluation; your instructor may use a different rubric for class presentations.

**(5 points)** This is an excellent presentation of appropriate time which contains all or most of the following characteristics:

1. An attention-getting introduction that orients the audience to the subject and motivates the audience to listen,
2. Well-developed points with transitions and internal summaries; content reflects excellent research and appropriate citation of sources; focused, logical and coherent development; vivid, accurate language; good use of repetition to reinforce key ideas, establishes speaker credibility
3. Use of vocal variety in rate, pitch and volume in order to maintain and heighten audience interest; effective pronunciation and articulation; lacks inarticulates
4. Confident physical stance; eye contact addresses the entire audience; complementary gestures that demonstrate enthusiasm
5. When used, well-chosen visual aid(s) that effectively complement the presentation
6. Use of extemporaneous style, effective use of notes; well-polished delivery
7. A conclusion that restates the central idea; summarizes main points; and uses an excellent clincher/concluding statement which motivates the audience

**(4 points)** This is a good presentation of appropriate time which contains all or most of the following characteristics:

1. An attention-getting introduction that orients the audience to the subject and motivates the audience to listen
2. Well-developed points with transitions and internal summaries; content reflects adequate research and appropriate citation of sources; logical and coherent development; accurate language; uses repetition to reinforce key ideas
3. Uses vocal variety to maintain audience interest; appropriate pronunciation and articulation; minimal use of inarticulates
4. Firm physical stance; sufficient amount of eye contact; uses complementary gestures
5. When used, effective choice and use of visual aid(s)
6. Use of extemporaneous style, effective use of notes; well-polished delivery, familiar with speaking aid(s)
7. A conclusion that adequately restates the central idea; summarizes the main points; uses a clincher/ concluding statement.

**(3 points)** This is an adequate presentation of appropriate time which contains all or most of the following and which demonstrates the minimum level of competence necessary for the student to be successful a Speech Communication course:

1. An attention-getting introduction that previews the main points
2. Well-developed points with transitions; logical development but at times may lack coherence; adequate language; content may not reflect adequate research and/or appropriate citation of sources
3. Sufficient level of vocal variety; adequate pronunciation and articulation; moderate use of inarticulates
4. Physical stance is primarily firm but shifts weight frequently; adequate eye contact and/or eye contact is focused in one direction; adequate gestures
5. When used, adequate choice and use of visual aid(s)
6. Use of extemporaneous style; possible over-reliance on notes, familiar with speaking aids but has to stop to collect his/her thoughts
7. A conclusion that restates the central idea and summarizes the main points

**(2 points)** This is a less than adequate presentation of appropriate time which contains all or most of the following characteristics:

1. An attention getting introduction that only introduces the topic
2. Main points with no transitions; adequate development and support; tedious language
3. Little or ineffective use of vocal variety in rate, pitch and/or volume; obvious mispronunciation and articulation errors, frequent use of inarticulates
4. Constant weight shifts; insufficient eye contact; distracting gestures
5. When used, visual aid(s) are irrelevant or distracting.
6. excessive reliance on notes; occasionally loses place and stops speaking
7. Conclusion summarizes but may leave audience wondering if the presentation is finished

**(1 point)** This is a completely inadequate speech that is difficult to and contains all or most of the following characteristics:

1. Introduction merely states the topic or purpose
2. No clear structural pattern or main points; inadequate development
3. Monotonous tone and/or inappropriate volume and/or rate; frequent mispronunciation and articulation errors; excessive use of inarticulates
4. Continuous weight shifts; little or no eye contact; distracting gestures
5. When used, visual aid(s) are ineffective.
6. Complete reliance on notes; frequently loses place and stops speaking
7. No conclusion or summary of main points; closes with "the end" or "that's it"

## Use of PowerPoint in Presentations

Your instructor may use this rubric to evaluate your PowerPoint presentations.

Category	4 Above expectations	3 Meets expectations	2 Below expectations	1 Unsatisfactory
<b>Format</b>	<ul style="list-style-type: none"> <li>Planned layout well</li> <li>Used blank slides appropriately</li> <li>Font formats (e.g., size, color, bold, italic) carefully planned to enhance readability and content</li> <li>Background complemented content</li> </ul>	<ul style="list-style-type: none"> <li>Layout of slides was adequate</li> <li>Most of the time used blank slides where appropriate</li> <li>Font formatting and background have been planned to complement the content</li> <li>Readable</li> <li>Contains no grammar or spelling errors</li> <li>Images, when used supported presentation</li> </ul>	<p><b>Speaker had one or two problems such as:</b></p> <ul style="list-style-type: none"> <li>Content on some slides was crowded or confusing</li> <li>Font formatting somewhat complements the content</li> <li>May be a little difficult to read</li> <li>Grammar or spelling errors</li> <li>Background somewhat distracting</li> </ul>	<p><b>Speaker had problems with two or more of the following:</b></p> <ul style="list-style-type: none"> <li>Content was crowded or confusing</li> <li>Displayed content when not used</li> <li>Font formatting makes reading difficult</li> <li>Grammar or spelling errors</li> <li>Background is distracting or inappropriate</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Each slide is attractive</li> <li>Serves as visual reminder of content</li> <li>Images, when used, added impact to presentation</li> <li>Does not use any sentences or paragraphs</li> </ul> <p>(Note: If used, quotations were used appropriately)</p>	<ul style="list-style-type: none"> <li>Each slide is attractive</li> <li>Has sufficient content, appropriate to the slide subject</li> <li>Images, when used, supported presentation</li> <li>May use some sentences or paragraphs</li> </ul> <p>(Note: If used, quotations were used appropriately)</p>	<ul style="list-style-type: none"> <li>Slides contain sentences and/or paragraphs on most slides</li> <li>Slides may contain excessive content</li> <li>Too many or too few slides</li> <li>Speaker may tend to rely on slides for content</li> <li>Images may be distracting or excessive content may not support presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Slides contain sentences and paragraphs on all or most slides</li> <li>Images were inappropriate or distracting – or – pictures were needed but not used</li> <li>Excessive content distracts the audience from the speaker's message or allows the speaker to only read text.</li> </ul>
<b>Technology Integrated into presentation</b>	<ul style="list-style-type: none"> <li>Speaker set up, began and moved through slides smoothly</li> <li>Effectively moved through presentation</li> <li>Did not distract audience by displaying slides when not used</li> </ul>	<ul style="list-style-type: none"> <li>Speaker set up, began and moved through slides with <i>minimal</i> problems</li> <li>Little or no distractions in use of slides</li> </ul>	<p><b>Speaker had one or two problems such as:</b></p> <ul style="list-style-type: none"> <li>Setting up for presentation</li> <li>Use of mouse or remote</li> <li>Distracting use of cursor</li> <li>Distracted audience by displaying materials at wrong time or failing to move to next slide while continuing presentation</li> </ul>	<p><b>Speaker had more than two problems such as:</b></p> <ul style="list-style-type: none"> <li>Difficulty opening files</li> <li>Used mouse or remote poorly to move through presentation</li> <li>Distracted audience by displaying materials at wrong time or failing to move to next slide while continuing presentation</li> </ul>
<b>Delivery using technology</b>	<p>Speaker:</p> <ul style="list-style-type: none"> <li>Brings additional explanation and information to the slides</li> <li>Appears to know the subject very well</li> <li>Has strong eye contact</li> </ul>	<p>Speaker:</p> <ul style="list-style-type: none"> <li>Adds information to the slides</li> <li>Appears to know the subject</li> <li>Has adequate eye contact</li> </ul>	<p>Speaker:</p> <ul style="list-style-type: none"> <li>Occasionally refers to slides and may add little to them</li> <li>Appears a little uncertain at times.</li> </ul>	<p>Speaker:</p> <ul style="list-style-type: none"> <li>Reads constantly from slides</li> <li>May have difficulty reading slides and/or appears not to know the information</li> </ul>

\*\*When using embedded video files, videos should be **proportional** to speech time limits – check with your instructor for guidelines and/or approval.

Total Points \_\_\_\_\_

## Full Sentence Outline – Communication Research Speech Outline

### Sample Sentence Outline for Communication Research Speech

(\*remember to seek topic approval from Instructor)

Student Name  
COM110, Section Number  
Communication Research Speech Outline

#### Gender Communication Differences

**General Purpose:** To inform

**Specific Purpose:** To describe to my audience an overview of research-proven differences in male and female communication.

**Central Idea:** Various disciplines are proving intricate differences in the way in which men and women communicate at home, at work, and at play.

#### Introduction

- I. **Attention-Getter:** Have you ever thought about what the sun and moon would say to each other if they were given an opportunity to communicate?
- II. **Other:** While the sun and moon preside in the same galaxy, there is a good chance they do not see the world in the same way; perceptions of the world appear to be as different for men and women.
- III. **Central idea:** According to Marilyn Sachs of Family and Consumer Services at Ohio State University, gender differences are due in part to genetic makeup because men and women's brains develop differently, brains develop at different rates, and men and women have different social experiences. (Verbal Citation)
- IV. **Credibility:** In preparation of this speech, I read three articles on the subject, conferred with my spouse about some of the readings, and like the rest of the world, I try to understand how the opposite sex sees the world.
- V. **Preview of Points:** Today, I am going to talk about gender communication differences that have been identified in the home, at work, and at play.

(**Transition:** Let's look first at differences in gender communication in the home.)

#### Body

- I. Differences in the communication of males and females can be observed at Home.
  - A. According to several researchers but perhaps most notably, Dr. Deborah Tannen, a linguist from Georgetown University, males of the world do what is known as "report talk" conveying facts and solving problems. (verbal Citation)
    1. Males think of their homes as a place to retreat and relax, meaning no talking.
    2. Males tend to play the role of a lecturer—like a superior—or a teacher.
  - B. Females engage in what is called "rapport talk" consisting of establishing and nurturing relationships.
    1. Females view home as a time to talk intimately and often.
    2. Females tend to play the role of a listener—more inferior—similar to a student.

(**Internal transition:** So those are identified differences in communication in the home, but what about communication at work?)

- II. Gender communication differences are evident in the workplace as well.
  - A. Males like to give direct orders.
  - B. Female counterparts soften their demands and make indirect statements in an effort to keep harmony.
  - C. Males ask questions to gather information only.

D. Women ask question to gather information like the males but to also show interest.

(**Internal transition:** We have seen communication differences at home and at work; w we will look at the final area, communication at play.)

**III. Gender differences can be seen at Play.**

- A. At play, males like to engage in rough-and-tumble sports, such as wrestling which require group level competitive play and skill.
- B. Women will engage in play parenting, playing house and engaging in domestic tasks.
- C. Males are more object-oriented and will work with inanimate mechanical objects or construction where they take things apart and put them back together.
- D. Females gravitate towards puzzles, coloring, molding clay in their younger years.

(**Transition:** We have completed the overview of the gender differences; let us review).

**Conclusion**

**I. Summary**

- A. In conclusion, there clear male and female differences which continually arise at home, at work, and at play.
- B. Males talk to send and retrieve information while females use talking to create relationships.
- C. Males tend to give direct orders when in managerial positions while females find a way to soften their requests.

**II. Thesis Re-statement**

As males and females, we were created to be different and those very differences both serve as a bridge and a barrier when communicating with the opposite sex.

**III. Clincher**

As Emuna Braverman says in her article, "Male and Female, He created Them" and I quote, "Only through mutual respect, through appreciation of our differences, and through the desire to grow from them will we be able to build a harmonious home that harnesses the tremendous power of a man and women working together." (Verbal citation)

**Bibliography**

Braverman, Emuna. (2001). "Male and Female: He Created Them." Information retrieved from [www.aish.com](http://www.aish.com) on 12/07/2010.

Geary, David C. "Male-Female Sexual Selection and the Evolution of Human Sex Differences." Information retrieved from <http://www.human-nature.com/books/geary7.html> on 12/07/2010.

Moir, anne and Jessel, David. (1989). Brain Sex: The Real difference Between Men and women. New York: Delta.

Sachs, Marilyn A. "Male/Female Communication Styles." Ohio State University Extension Fact Sheet. Information retrieved from <http://ohioline.osu.edu/hyg-fact/5000/5280.html> on 12/05/2010.

Tannen, Deborah. (1990). You just don't understand. NY: Ballantine Books.

Thiederman, Sondra. "He Said, She Said: Differences to be Admired." Information retrieved from <http://equalopportunity.monster.com/articles/admired/> on 12/05/2010.

**List of Visual Aids**

- 1 PowerPoint slide Main Points: At Home, At Work, At Play
- 3 PowerPoint slides of sub-points for each main point
- Professional Dress Attire for public speaking

## Outline Guide

*Use as a specific guide for organization of outline. Follow Instructor's directions before writing your outline on this form since he/she may want you to use this page as a reference.*

**Student Name**  
**COM110, section** \_\_\_\_\_  
**Researched Speech Outline**

### Creative Title for Speech Outline

**General Purpose:** To inform \_\_\_\_\_  
**Specific Purpose:** To describe (or demonstrate, if Demonstration Speech) to my audience \_\_\_\_\_.  
**Central Idea:** (rationale and significance for speaking on this topic- one sentence) \_\_\_\_\_

#### Introduction

- I. **Attention-getter** \_\_\_\_\_
- II. **Central idea statement** \_\_\_\_\_
- III. **Credibility** \_\_\_\_\_
- IV. **Preview of main points** \_\_\_\_\_
- V. **Other** (relate to audience needs) \_\_\_\_\_

(Transition: \_\_\_\_\_).

**Body** (Main points, supporting points – use as many as needed; all blanks do not need to be filled. Remember to cite the sources for any information you get from books, interviews, journal articles. It is recommended that you have no fewer than 3 main points and no more than 5 main points. In addition, be sure to cite the sources for any research information. The verbal citation prevents accidental plagiarism.)

- I. \_\_\_\_\_
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_

(Internal Transition between main points).

- II. \_\_\_\_\_
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_

(Internal Transition between main points)

- III. \_\_\_\_\_
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_

(Transition: \_\_\_\_\_).

#### Conclusion

- I. **Summary:** In conclusion, \_\_\_\_\_
- II. **Restatement of Thesis** \_\_\_\_\_
- III. **Clincher** \_\_\_\_\_

#### List of materials – visual aids

\*(Required for Demo speech)  
\*\*(PowerPoint may be required - check with Instructor)

#### List of references

\*(Required for research speech)  
\*\*(may be required for Demo- check with Instructor)

## LIBRARY RESEARCH PROJECT

**TOPIC:** Choose your library research topic based on the topic you have chosen to speak on for the Communication Research Speech. **The topic must be approved by your instructor.**

A necessary and integral part of presentation-making is that the speakers perform accurate and up-to-date research on the subject matter. The Library Research Assignment is an educational tool the Communication program uses to guide students on ways to utilize a variety of research avenues provided by our library and to learn the latest upgrades to research databases.

In an effort to help you complete the Library Research Assignment, the Communication faculty and Library Services have developed an *Online Tutorial and Online Quiz to introduce basic research tools. Both the tutorial and quiz are available in your Blackboard class. Once you have completed the tutorial and quiz you are ready to begin the Library Research Assignment. Your instructor will connect this assignment to one of your speaking assignments. A standardized version of this assignment is available at the Communication website: <http://arts.cpcc.edu/academics/communication>.*

**NOTE: Check with your instructor for detailed directions for this assignment. Your instructor may have revised the assignment.**

## SMALL GROUP – Topical PROJECT

1. The group's purpose is to inform – not persuade – the audience about a topic of mutual interest. (This is NOT a debate.)
2. The topic must be stated as a question.
3. The symposium format will be used. Each participant is responsible for explaining one aspect of the general topic.
4. Information must be documented. Cite as many references as necessary to cover the subject adequately.
5. Use \_\_\_ 4 x 6 note card(s). Turn the card(s) in to the instructor afterward. Do not read too much.
6. Each speaker should speak approximately five minutes. (Three minutes is too short!)
7. Visual aids are encouraged to help audience stay on track.
8. You must be on time and present on the day your group is assigned to present.
9. You will be graded individually.
10. A question and answer (Q&A) period will follow.

### Responsibilities of the Chairperson:

1. Introduce self and other members of the group.
2. State topic question.
3. Briefly introduce the topic (Mention importance of topic, define terms, etc.)
4. Present one aspect of general topic.
5. May use \_\_\_ 4" x 6" note cards.
6. Cite references – as many as necessary (helps to establish credibility).
7. Conclude presentation.
8. Open the floor for questions. Responsible for calling on audience members who have questions and/or comments.
9. Thank everyone when question and answer period concludes.

### Responsibilities of members:

1. Present approximately five minutes of information on one aspect of topic. (Three minutes is too short!)
2. Use one 4" x 6" note card. Do not read too much. Sustain eye contact with audience members.
3. Listen to other group members and acknowledge verbally and nonverbally you have heard their issues.
4. Respond professionally to each question and comment from the audience.

## SMALL GROUP DISCUSSION-Sample Topics

**When choosing a topic, remember:**

- 1. Narrow the topic (to extent you can adequately cover within time limits).**
- 2. State the topic as a question.**
- 3. Develop the topic as an informative talk.**

Potential topics (but not limited to):

1. Sleep or dreams
2. Paranormal activity
3. Recreation in Charlotte area (check free points of interest)
4. Sensible exercise program
5. Alternate energy sources
6. Energy conservation
7. Recycling (re-claiming, re-using, re-gifting)
8. Ocean resources (pollution, energy, food, climate change)
9. HIV/AIDS and STDs
10. Food Additives (MSG, gluten)
11. Food labeling
12. Vegetarianism (various levels of vegetarianism)
13. Survey of diets
14. Student loans, grants, financial aid
15. Types of mental illness/ mental wellness (mind, body, spirit)
16. Suicide
17. Eating disorders
18. Safety features in autos
19. Driving dangers (Drunken drivers, texting, cell phone use)
20. Decreasing auto accidents
21. Airline safety
22. 911 Response
23. Homeland security
24. Job opportunities of the future (trends, education)
25. Outsourcing, right-sizing, creating new jobs
26. Teenage runaways/throwaways
27. Elder abuse
28. Birth order research (first-born, baby, only child, twins, multiples)
29. Handicap accessibility
30. Campus security
31. Computer security (identity theft, spyware, antiviral)
32. Cyberstalking
33. Cyberbullying
34. Religions of the world (not well-known in US)
35. Dangers of asbestos (brown lung)
36. Dangers of lead
37. Anthrax production and/or dissemination
38. Biological warfare
39. Discipline for children
40. Education Reform
41. Homeschooling
42. Financial portfolios for future
43. Cultural diversity
44. Ethnocentrism
45. Cultural pluralism
46. Bilingualism/Multilingualism

47. Computer security (identity theft)
48. Topics related to issues of CPCC students.(Food service, student parking, transfer)
49. Your choice – if approved by Instructor

## SMALL GROUP PROJECT- Problem Solution Project

As a part of a group, you must work together with your fellow group members to solve a problem, and present your solution to the rest of the class at an appointed time. This problem will be chosen by your group or assigned by your instructor. Think globally. Act Locally.

**Assignment Objective:** To learn first-hand the strengths and weakness of group work; to work through stages of group development using the Reflective-Thinking Method/sequence.

**Assignment Grade:** The group will receive one grade for its presentation in class; that grade will be based on the group's overall credibility, its use of evidence and reasoning, the strength of its proposed solution, and the apparent successful interaction of its members. Each member of the group will have to present in class as part of the group; the entire group will have 20 minutes to make its case.

**Group Responsibility:** Each group will have to successfully accomplish the following:

1. Meet and exchange information-phone numbers/email addresses, availability of members, schedule for meetings (when, where, how long?), etc. Virtual classrooms/chat rooms may be useful.
2. Define the problem. THIS STEP CANNOT BE DONE until research is gathered on the problem. Therefore the group must:
  - a. Divide research assignments:
    - (1) primary research (e.g., interviews with heads of areas, faculty and student polls/surveys at CPCC and at other schools – and individual analyses, etc.)
    - (2) secondary research (e.g., newspaper, magazine searches, book reviews, etc.)
  - b. Conduct the research assigned/chosen
  - c. Discuss findings within the group
3. Discuss possible solutions. Each member should come up with at least one suggestion of his/her own that he/she can offer to the group.
4. Decide on the best solution(s). The group must come to a consensus—that is, a solution agreeable to all members. Some may have to compromise for the good of the group. Try to use evidence and logic to guide your decision, not pressure or exert ego power trips.
5. Decide how to implement your solution(s).
6. Determine how you will evaluate/assess the solution.
7. Prepare for the oral presentation:
  - a. Divide speaking responsibilities. Each individual within the group must participate in the class presentation.
  - b. Prepare audio/visual aids.
  - c. Practice together. Dry-run or rehearsals are critical to producing a professional and natural flowing presentation. Provide constructive feedback to one another to polish public speaking skills.
  - d. Prepare outline listing member order, topics, key ideas, and key terms for instructor.
  - e. Consider “team” attire to add to visible group cohesion.
8. Present in class on the assigned day.
9. Review your work (closure); celebrate the completion of project!

**OUTSIDE SPEAKER CRITIQUE**  
(MUST BE TYPED USING FULL SENTENCES)

STUDENT NAME \_\_\_\_\_  
SPEAKER'S NAME \_\_\_\_\_  
SPEAKER'S POSITION OR TITLE \_\_\_\_\_  
PLACE OF SPEECH \_\_\_\_\_  
OCCASION \_\_\_\_\_  
WHO IS IN THE AUDIENCE \_\_\_\_\_  
DATE of SPEECH \_\_\_\_\_

**An effective evaluation “examines and evaluates” the speaker for effectiveness. A good speech communicates well. As you evaluate this speaker, consider if the speech accomplished the speaker’s goals.**

**Organization – Evaluate for effectiveness the organization of each component:**

- A. Introduction (comment on attention-getter, credibility, preview of main points).
- B. Body (clear main points, use of transitions, sign-postings).
- C. Conclusion (summary, clincher).
- D. Overall: Did the speech organizational structure distract or enhance the content?

**Delivery—Evaluate for effectiveness the speech delivery:**

- A. Analyze the mechanics of voice. How was the speaker’s voice projection (loud enough)? Does the speaker use vocal variety or is he/she monotone? Does the speaker effectively vary his speaking pace?
- B. Analyze non-verbals. Do the speaker’s gestures match what he/she is saying? Do you feel he/she really understands and believes what he/she is saying? What did he/she communicate without even speaking? Does the speaker use sufficient eye contact?
- C. Describe confidence and enthusiasm conveyed (in speaker’s voice, through gestures, body movement).

**Content**

- A. Describe supporting data used (examples/stories, statistics, and testimony). Was the support appropriate for the speech?
- B. Describe use of language (grammar, word choice, appropriateness for audience or topic)

**What was your overall reaction to the presentation?** What would you suggest the speaker could do to improve his/her speaking abilities? Be specific.

## THEATER CRITIQUE

**Note: Review instructions from your instructor about whether this assignment should be turned in on this form or written as a paper.**

YOUR NAME \_\_\_\_\_

INSTRUCTOR'S NAME \_\_\_\_\_

NAME OF PRODUCTION \_\_\_\_\_

PLACE / NAME OF THEATER \_\_\_\_\_

DATE OF PRODUCTION \_\_\_\_\_

1. Character you are critiquing \_\_\_\_\_  
What was your general reaction to the character?

2. Describe the character's mechanics of speech.  
(rate, pitch, volume, dialect, pronunciation)

3. Comment on the actor's nonverbals. (gestures, posture, movements)

4. What was your general reaction to the entire cast/performance?

5. Other comments

**Course and Instructor Evaluation Form**

1. In relation to other courses, how difficult did you find this course?
  - much more difficult
  - more difficult
  - about the same
  - less difficult
  - much less difficult
  
2. In relation to other courses, how much do you think you learned in this course?
  - much less
  - less
  - about the same
  - more
  - much more
  
3. What was your opinion of the grading system used in this course?
  - greatly disliked grading system
  - disliked grading system
  - O.K. – as good as anything else
  - liked grading system
  
4. How do you rate the instructor on the content of the course?
 

<p><b>a. Knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> very qualified</li> <li><input type="checkbox"/> qualified</li> <li><input type="checkbox"/> average</li> <li><input type="checkbox"/> unqualified</li> <li><input type="checkbox"/> very unqualified</li> </ul> <p><b>c. Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> excellent</li> <li><input type="checkbox"/> good</li> <li><input type="checkbox"/> average</li> <li><input type="checkbox"/> weak</li> <li><input type="checkbox"/> very weak</li> </ul>	<p><b>b. Clarity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> very clear</li> <li><input type="checkbox"/> clear</li> <li><input type="checkbox"/> average</li> <li><input type="checkbox"/> unclear</li> <li><input type="checkbox"/> very unclear</li> </ul> <p><b>d. Enthusiasm</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> very enthusiastic</li> <li><input type="checkbox"/> enthusiastic</li> <li><input type="checkbox"/> average</li> <li><input type="checkbox"/> unenthusiastic</li> <li><input type="checkbox"/> very unenthusiastic</li> </ul>
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5. How do you rate the instructor on attitude toward course and students?
 

<p><b>Grading</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> very fair</li> <li><input type="checkbox"/> fair</li> <li><input type="checkbox"/> average</li> <li><input type="checkbox"/> unfair</li> <li><input type="checkbox"/> very unfair</li> </ul>	<p><b>recognition of limitations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> very aware of</li> <li><input type="checkbox"/> aware of</li> <li><input type="checkbox"/> average</li> <li><input type="checkbox"/> unaware of</li> <li><input type="checkbox"/> very unaware of</li> </ul>	<p><b>willingness to help students</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> very willing</li> <li><input type="checkbox"/> willing</li> <li><input type="checkbox"/> average</li> <li><input type="checkbox"/> unwilling</li> <li><input type="checkbox"/> very unwilling</li> </ul>
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6. How would you rate the overall quality of this course:
  - terrible
  - bad, but bearable
  - average
  - good, but could have been better
  - excellent

(Please turn page over for additional questions)

7. How would you rate the overall quality of this course:

- terrible
- bad, but bearable
- average
- good, but could have been better
- excellent

8. Would you recommend this course with this instructor to another student?  YES  NO  
Why or why not?

Please write your suggestions for ways the instructor could improve his/her teaching or the course assignments in general.

9. Which assignment(s) did you find most helpful to you personally or professionally?

10. Which assignments did you find least helpful?

11. Write what you liked about the course. Include such items as focus of instruction, textbook, handouts, lecture, class participation, Blackboard web enhanced components, etc.

12. Write your suggestions for ways the course could be improved.

13. How much value do you think this course will have in your life in the future?

- very little     little     none     much     very much

14. Did you utilize the web-enhanced component of this course?

- very little     little     none     much     very much

**15. ADDITIONAL CONSTRUCTIVE COMMENTS THAT MAY BE OF VALUE TO INSTRUCTOR??**

## STUDENT INFORMATION

This information is kept confidential on file with the Instructor.

Name \_\_\_\_\_ Semester/Year \_\_\_\_\_

Program \_\_\_\_\_ CPCC ID \_\_\_\_\_

Phone (Home) \_\_\_\_\_ (Cellular) \_\_\_\_\_

(Work) \_\_\_\_\_ CPCC E-mail \_\_\_\_\_

Hours this semester \_\_\_\_\_

Check all that apply:  full-time student  part-time student  retraining  
 work full-time  work part-time  retired

Place of employment –

Position/Duties -

Are you a Pre-Communication Major? \_\_\_\_\_ YES \_\_\_\_\_ NO

Are you a Pre-Mass Comm/Journalism Major? \_\_\_\_\_ YES \_\_\_\_\_ NO

Other Speech/Communication classes (high school/college); specify:

Public Speaking Experience (church, clubs, city/county/state gov't, civic organizations, work, etc.)

Reasons for taking this course (fulfills requirement, comm. major, elective)

Goals (3-5 goals you want from this course)

List 3-5 steps you can take to achieve your goals.

List 3-5 items your classmates can do to help you achieve your goals.

List 3-5 steps your instructor can take to help you achieve your goals.

Any special needs/issues that instructor needs to be aware (i.e., learning disabilities, financial sponsorship, etc)?  
If registered with Services for Students with Disabilities, make sure Instructor has proper paperwork. If you have other comments, please write on back.

***I have read the syllabus and I understand the plagiarism, attendance, withdrawal, incomplete grades, and grievance policies. I am aware of the requirements and classroom policies of this course.***

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date