

CREATING AN INFORMATIVE SPEECH

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Informative Speech

- ▶ Choose a topic that you know about, care about, or find interesting.
- ▶ If you have an existing base of knowledge, you will be more comfortable with the content.
- ▶ There should be an abundance of credible source material.
- ▶ Speech length approximately 3-5 minutes.
- ▶ Practice and time speech.
- ▶ Present extemporaneously from an outline (or index cards), not from verbatim text.
- ▶ Be careful of scope. Best to focus on one part/theme of the topic.
- ▶ Visual tools/enhancements can help augment your presentation. However, make sure it is not PowerPoint dependent.

Speech Proposal

- Topic. (The overarching subject matter)
- Purpose Statement. (The specific goal of the speech)
- Thesis Statement. (Purpose Statement plus your three Main Points)

Due on Speech Proposal Day

- ▶ Students will bring two copies of a "Speech Proposal" which contains the following:
 - Topic
 - Purpose Statement: "I want my audience to . . ."
 - Thesis Statement: Purpose Statement plus your three Main Points.
- ▶ Students will stand up in front of the class and present their Speech Proposal.

Create Your Outline

- ▶ Start with an attention grabbing introduction:
 - A startling statement that previews one or more of the main points.
 - Create a sense of mystery.
 - Begin with a question or a quotation.
- ▶ Continue with the 3 main points plus sub-points.
- ▶ Use at least one verbal reference for each main point. ("According to . . .")
- ▶ Close with a "memorable moment" that will help the audience remember your speech.
 - A famous quotation about the topic.
 - A dynamic video clip.
 - A short anecdote/story that sums up the topic.

Speech Day

- ▶ Students must bring two typed copies (one for you and one for the instructor) of the following:
 - Speech Proposal.
 - Speech Outline. (Note cards, optional)
 - Works Cited/Bibliography. Use www.easybib.com
 - Print out of graphics, visual materials, PowerPoints, etc.
- ▶ All material must be typed and include your name, class name/section, and date.
- ▶ Graphics must be pre-loaded onto the computer via a USB memory stick only. (No email downloads.)
- ▶ Students must arrive promptly to class.

Note: Additional web help on MYSCCC -> Virtual Learning Commons -> Communications. You will find tutorials on appearance, delivery, outlining, organization, introductions, conclusions, etc.

1. BRAINSTORM (LIST BELOW) POSSIBLE TOPICS:

PEOPLE? PLACES? OBJECTS? EVENTS? PROCESS?

2. HOW CAN I MAKE ONE OF MY IDEAS RELEVANT TO THIS AUDIENCE?
3. WHICH ONE OF THESE IDEAS CAN I NARROW DOWN AND DO WELL IN 4 TO 6 MINUTES?
4. WHAT RESEARCH CAN I NOW FIND ON THIS TOPIC? (MAKE SURE YOU HAVE ALL THE RIGHT INFORMATION TO FILL OUT EASY BIB, NOT JUST THE WEB SITE.)
5. DO ANY "MAIN POINTS" JUMP OUT AT YOU AS YOU RESEARCH? WHAT'S INTERESTING? FUN? SURPRISING?
6. CHOOSE AN APPROPRIATE NUMBER OF MAIN POINTS AND OUTLINE THEM.
7. WRITE CREATIVE INTRODUCTION AND CONCLUSION
8. WHAT'S A GOOD VISUAL AID? WHICH PART OF THE SPEECH SHOULD I EMPHASIZE USING A VISUAL AID?
9. IS MY OUTLINE TYPED WITH THE BIBLIOGRAPHY SEVERAL DAYS AHEAD?
10. WHAT KEY WORDS FROM THIS OUTLINE CAN I PUT ON MY CARDS TO REMIND ME WHAT I WANT TO SAY? DON'T WRITE ANY SENTENCES!!!
11. WHAT DELIVERY REMINDERS SHOULD I PUT ON MY CARDS TO HELP ME?
12. IT'S TWO DAYS AWAY: HAVE I PRACTICED, REMEMBERING TO SAY THINGS SLIGHTLY DIFFERENTLY EACH TIME, AND SOUNDING NATURAL AND CONVERSATIONAL?
13. AM I PRACTICING MY EYE CONTACT AND GESTURES?
14. DO I HAVE MY OUTLINE, BIBLIOGRAPHY AND NOTECARDS READY?

Bibliography:

- Tucker, Catherine M. "Culture, Caffeine, and Coffee Shops." *Coffee Culture: Local Experiences, Global Connections*. New York: Routledge, 2011. 3-8. Print.
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- "Our Heritage." *Starbucks Coffee Company*. Web. 3 Dec. 2014.
<<http://www.starbucks.com/about-us/our-heritage>>.
- D'Costa, Krystal. "The Culture of Coffee Drinkers | Anthropology in Practice, Scientific American Blog Network." *Scientific American Global RSS*. 11 Aug. 2011. Web. 3 Dec. 2014.
<<http://blogs.scientificamerican.com/anthropology-in-practice/2011/08/11/the-culture-of-coffee-drinkers/>>.
- Howard, Brian. "How Coffee Changed America." *National Geographic*. 19 Jan. 2012. Web. 3 Dec. 2014.
<<http://voices.nationalgeographic.com/2012/01/19/coffee-changed-america-infographic/>>.
- The History of Coffee Culture in America*. Perf. Merry White, Joan Salge-Blake,. 2014. Film.
- Briney, Amanda. "Geography of Coffee." *About*. Web. 3 Dec. 2014.
<<http://geography.about.com/od/geographyintern/a/coffeegeography.htm>>.

Informative Speech Evaluation Form

Instructor: Mark J. Grossman

Speaker Name: _____

Title/Topic: _____

Date: _____ **Section:** _____ **Time:** _____

Evaluator: Instructor Student **Total Points:** _____

Introduction and Conclusion (20)

- _____ (5) Specific purpose of the speech clear? ← **Thesis**
_____ (5) Main points previewed? ←
_____ (5) Intro arouse interest and preview the message?
_____ (5) Did the conclusion help remember the speech?
_____ (Optional) Were transitions used to tie the speech together effectively?

Substance (20)

- _____ (10) Speaker seem to do sufficient research?
_____ (10) Main ideas supported with reliable information?

Overall Presentation and Delivery (40)

- _____ (8) Language clear, simple, and direct?
_____ (8) Speech presented extemporaneously and notes used sparingly?
_____ (8) Speaker present the topic enthusiastically?
_____ (8) Presentation aids integrated into the presentation?
_____ (8) Verbal citations used (at least once for each main point)

Deliverables (20)

- _____ (5) Bibliography/Works Cited
_____ (5) Speech Proposal
_____ (5) Outline
_____ (5) Graphics Print-Out

Other

Points may be taken off for below

Not typed

No copy for professor

Late for class

Deliverables missing

Suggestions/Comments:
