

Informative Public Speaking Unit

10th Graders

60-minute class periods



25 Students

4 Weeks

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7 May 2010

Day 1: Introduction to Informative Speaking

Communication Arts-Public Speaking

10th Graders

60-minutes

Objectives

- Students will identify four different types of informative speeches.
- Students will be introduced to the requirements for their informative speeches.

Introduction

- Last class: We just finished up our unit on impromptu speeches as a way to introduce us to the idea of speaking in public.
- Today: We are beginning our new unit on Informative Public Speaking, where we can apply what we learned about ourselves through our impromptu speeches toward becoming more effective speakers.
 - We'll discuss the different types of informative speeches
 - I will give you tips on how to choose an appropriate speech topic
 - We'll talk about the requirements for your own speeches
- Attention Getter: When I talk about Informative speeches, what do I mean by inform?
 - Discuss in small groups: What types of topics would you use if you were going to give an informative speech? What topics would you avoid?

Body

- The purpose for Informative Speeches
 - Your main concern is to have your audience *understand* and *remember* the new information you're teaching
- 4 Types of Informative Speeches
 - Objects
 - Things
 - People
 - Places
 - Animals
 - Products
 - Processes

- Patterns of action
 - "How-to"
- Events
 - Past
 - Present
 - Future
- Concepts
 - Beliefs
 - Ideas
 - Theories
- Activity:
 - Scenarios of different informative speech topics
 - Ex. How to milk a cow,
 - Ex. Relay for Life
 - Ex. Presidents of the United States
 - Ex. Gravity
 - Discuss what "type" each falls under
 - In groups, come up with 2 examples that fall under each type of informative speech—Discuss
- Tips for choosing your speech topic
 - Choose something that interests you
 - Choose something you know a little bit about already
 - Choose something that will be interesting to the audience
 - Choose a topic that you will be able to find sources for
 - Personal Inventory Handout (give a few minutes to hand out)
- Go over Requirements for Informative Speech (Handout)
- My speech topic throughout our unit will be about the sport of volleyball

Conclusion

- Review
 - Introduced informative speaking
 - Different types of informative speeches
 - Requirements for your speeches
- Tomorrow: We'll talk about the research process and give you tips on how to research and use evidence for your speeches.

Resources: Prepared examples of informative speech topics, Requirements for Informative Speech handout, Personal Inventory

Bibliography

"Informative Speech Assignment." University Center Rochester (UCR) - Higher Education and Colleges in Rochester, MN - RCTC, Winona State. Ed. Lori Halverson-Wente. 4 Jan. 2001. Web. 04 May 2010.
<http://www.roch.edu/people/lhalverson/informative_speech.htm>.

"Informative Speeches about Concepts." *Writing@CSU*. Ed. Mike Palmquist. Colorado State University, 1993-1010. Web. 04 May 2010.
<<http://writing.colostate.edu/guides/speaking/infomod/pop4d.cfm>>.

Hamilton, Gregory. *Public Speaking for College and Career*. 8th ed. New York: McGraw-Hill, 2008. Print.

Day 2: Research Techniques/Types of Evidence

Communication Arts-Public Speaking

10th Graders

60-minutes

Objectives

- Students will be able to conduct research by evaluating sources based on the 5 W's
- Students will identify advantages and disadvantages of internet research
- Students will retain the different modes of research
- Students will decipher between the different domains

Introduction

- Last class: We were introduced to our new unit of informative speaking. We talked about the 4 different types of informative speeches:
 - Object
 - Process
 - Concept
 - Event
- And the requirements for your own informative speeches
- Attention Getter: How many of you have ever decided to go to a movie in the theater and had to search the internet for movie listings and times?
 - Without realizing it, you have conducted your own type of research, which we are going to go over today.
 - Because you must incorporate at least 3 sources into your speech, you will obviously need to do some research
- Today: So that's what we'll be going over today.
 - We'll talk about how to evaluate sources through the 5 W's
 - The different advantages and disadvantages of website resources
 - What the different .com, .gov domains of internet sources mean when you're researching
 - Different sources for information besides only the internet

Body

- The 5 W's of evaluating web sources
 - Who
 - Who wrote the pages and are they an expert?

- What
 - What is the purpose of the site?
- When
 - When was the site created, last worked on/updated?
- Where
 - Where does the information come from?
- Why
 - Why is the information valuable?
- Activity with the 5 W's:
 - Have a website prepared, pull it up, go through the 5 W's as a class.
 - Break into small groups, repeat with a few different websites
- Advantages of websites:
 - In small groups, discuss how you think internet sources are an advantage to researching
 - Fast and always available with a click
 - Not much time or effort is spent searching
 - Much information can be found
- Disadvantages of websites:
 - In small groups, discuss some disadvantages you come up with about the internet
 - Anyone can post anything online
 - Some sites are distracting and confusing because of clutter
 - It's easy to overlook information vital to your topic
 - Some good information lacks certain historical perspective or context
- Different domains:
 - .com
 - .org
 - .gov
 - .edu
 - .net
- Different sources for information:
 - Online databases
 - Journal, magazine, newspaper articles
 - Card catalogs
 - Almanacs
 - Atlases
 - Biographies

- Encyclopedias
- Quotation Collections
- Surveys
- Interviews

Conclusion

- Review
 - 5 W's (who, what, where, when why)
 - Advantages of web sources (name a few)
 - Disadvantages of web sources (name a few)
 - Different domains (what does each mean?)
 - Sources besides internet (name a few)
- Homework
 - Start thinking about your speech topic: one that is researchable based on the criteria we discussed today—your topic must be approved by me tomorrow during class time.
 - Spend some time practicing evaluating different sources, whether it be internet, sources in the library, or at home.
- Tomorrow: I will spend some time approving your speech topics
 - And, do some researching in the computer lab with the remaining time
 - Bring notecards with you

Resources: Prepared websites for evaluating, internet access, projector screen and a computer.

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"Informative Speeches about Concepts." *Writing@CSU*. Ed. Mike Palmquist.

Colorado State University, 1993-1010. Web. 04 May 2010.

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Hamilton, Gregory. *Public Speaking for College and Career*. 8th ed. New York:

McGraw-Hill, 2008. Print.

Day 3: Research Day

Objectives

- Students will get practice at the beginning stages of their research, being given organizational tips

Introduction

- Last class: We went over researching techniques
 - 5 W's (who, what, where, when why)
 - Advantages of web sources (name a few)
 - Disadvantages of web sources (name a few)
 - Different domains (what does each mean?)
 - Sources besides internet (name a few)

Before research begins:

- Explain the use of the notecards is for students to write down main concepts of each source they find

Source Type:

Source Title:

Main concepts:

Use in speech:

- Keep in mind that you want to be finding information in order to narrow down what you will be talking about within your informative speech (3 main points)

Day 4: Thesis/Main Points

Objectives

- Students will be able to organize their three main points into a functional thesis statement

Introduction

- Last class: Practiced researching
- Today: We will
 - Work in class on developing three main points for our speeches
 - Discuss what a thesis statement is, its purpose, and how it should be developed
 - Organize those three main points to form our working thesis statement

Body

- Before you can create a thesis statement, you must have your three main points figured out.
 - Through our research yesterday, you should have a good idea about what types of things you are able to find information on.
- Take 15 minutes now to come up with your three main points.
 - Ex. My speech is going to be about volleyball. My point are:
 1. Current rules
 2. Techniques of play—bump, set, spike, serve
 3. Positions
- What a thesis statement is
 - A sentence that combines your three main points together as it relates to your overarching topic
- Purpose for a thesis statement
 - The thesis statement is crucial for clearly communicating your topic and purpose to the audience
- Tips
 - Be sure to make the statement clear, concise, and easy to remember
 - Deliver it to the audience and use verbal and nonverbal illustrations to make it stand out
 - Make sure to state your purpose, which is to inform your audience
- Take 10 minutes to create your *working* thesis statement

- Ex. The purpose for my speech is to inform my audience members about the game of volleyball, namely the current rules, the techniques of playing, and the different positions.
- Compare with a partner, get feedback/suggestions
- Bring thesis statement to me to check it off

Conclusion

- Review
 - What is the purpose of a thesis statement?
- No homework
- Tomorrow: We'll talk about organization through outlining in the body of your speech

Resources: None

Bibliography

"Informative Speeches about Concepts." *Writing@CSU*. Ed. Mike Palmquist.

Colorado State University, 1993-1010. Web. 04 May 2010.

<<http://writing.colostate.edu/guides/speaking/infomod/pop4d.cfm>>.

Day 5: Outlining

Objectives

- Students will gain tools for organizing the body of their speech
- Students will experiment with different techniques of outlining

Introduction

- Last class: We narrowed down our topics into 3 main points, and developed our thesis statements from those points.
 - Would anyone like to share his/her statement with the class?
- Attention Getter: Raise your hand if your locker seems much more organized and neat than the people's who surround you in the hall?
 - Raise your hand if you feel like you're on the other side of the spectrum, that maybe you're less organized?
- Today's lesson will not help you organize your locker, but it is intended to help you organize your thoughts to make it easy and clear for you to complete your speech.
 - We will talk about the importance of organization
 - Then, the process of creating the body of your speech
 - We will talk about different types of outlines

Body

- Importance of organizing your speech
 - A well-organized speech is easier to understand
 - Easier for the audience to understand and to remember
 - More likely to be believed
- Process of creating the body
 - The body of your speech is where the chunk of your information lies.
 - (Hand out Outline Worksheet to fill in as we go—focusing only on the "body" section without worrying about transitions)
 - Fill in each main point under A, B, C
 - Next, you'll see that there are 3 Subpoints under each Main Point
 - A subpoint is your supporting material that can consist of:
 - Examples
 - Statistics
 - Images
 - Definitions
 - Stories

- Testimony
- Analogy
- My speech example:
 - A. Current Rules
 - 1. Rally scoring
 - 2. 3 touches
 - 3. Violations
 - B. Techniques of Play
 - 1. Pass
 - 2. Set
 - 3. Spike
 - 4. Serve
 - C. Positions
 - 1. Hitters
 - 2. Defensive Specialists
 - 3. Setter
- Activity: 20 minutes to fill in their subpoints, using the worksheet
- Types of Outlines
 - Chronological
 - Time Sequence
 - Steps
 - Topical
 - Divide points into categories
 - Spatial
 - Organize items according to the way they related to each other in physical space
 - Top to bottom
 - Left to right
 - North to South
 - Inside to outside
- Activity: In small groups, give students topics to organize into any type of outline that makes sense with the topic. Present to the class.

Conclusion

- Review
 - We talked about how important organizing your speech is. What are some of the things we talked about?
 - We went through and brainstormed our subpoints
 - We discussed different outlines. Name and describe them.

- Homework
 - Continue working on the body of your outline worksheet because it'll be due to me by Tuesday to check it over.
- Next class
 - I will go over transitions
 - We will go over oral citations, so bring your sources folder, as we will be practicing writing out our oral citations for our final outlines

Resources: Outline worksheet, sample topics for outlining activity

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"Informative Speech Assignment." University Center Rochester (UCR) - Higher Education and Colleges in Rochester, MN - RCTC, Winona State. Ed. Lori Halverson-Wente. 4 Jan. 2001. Web. 04 May 2010.
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Day 6: Transitions & Oral Citations

Objectives

- Students will provide logical transitions within their speech as they shift from one point to the next.
- Students will orally cite their sources within their speeches.

Introduction

- Last class: We talked about the organization of your speeches, focusing on its importance, how to form the body, and different strategies for outlining.
 - What are some reasons why organization is important?
 - What are the 3 types of outlines we talked about and their purposes?
- Attention Getter:
 1. Olive oil is used extensively in Mediterranean cooking. It never became popular in Latin America. Olive trees can grow in Mexico and coastal regions of South America. The colonial rulers in Spain did not want anyone competing against Spain's farmers. They banned the production of olive oil in Latin America. The oil had to be imported. It was very expensive.
 2. Olive oil is used extensively in Mediterranean cooking. However, it never became popular in Latin America. Olive trees can grow in Mexico and coastal regions of South America, but the colonial rulers in Spain did not want anyone competing against Spain's famers, so they banned to production of olive oil in Latin America. The oil had to be imported and therefore was very expensive.
 - Describe to me the difference between the two paragraphs
 - Which sounds better?
 - What makes the second sound more smoothly?
- Today
 - The difference is the use of transitions, which is the first thing we will be talking about today.
 - We will also learn how to orally give credit to the information we find through sources.

Body

Transitions

- What transitions are:
 - Words, phrases, or sentences that show logical connections between ideas or thoughts.
 - They help listeners stay with you as you move from one part of your speech to the next.
 - They signal to the audience that you are moving to a different point, which helps them follow your train of thought.
- Different types of transitions (Guided Notes)
 - Bridges
 - Tells listeners of what you are leaving behind and what you are going to begin talking about
 - Ex. Knowing the rules to the game of volleyball is the first step to understanding the specific techniques of the game. (Linking point A to point B)
 - Internal Summaries
 - A concise review of material covered during the body of your speech
 - Ex. By now, I have educated you on the specific rules to playing volleyball, which is important to understanding the different techniques that were just covered... (Summarized point A and B, to continue toward point C)
 - Signpost
 - A statement of the place that a speaker has reached
 - Ex. There are three things one should know when learning the game of volleyball. First, the rules of the game are important to understanding how the game is played. Next, understanding the different techniques mastered through the sport is vital. Last, grasping the different positions of the players can provide someone with a mastery of the game of volleyball.
 - Spotlight
 - A device that alerts listeners to important points

- Ex. Now we come to the most important thing I have to tell you about the game of volleyball, that makes it different from any other sport.
- Activity: Create an oral story, as a class, using Sample Transition Words and Phrases handout.
 - I start the story with: A young woman walks down the beach, barefooted with her dog by her side.
 - The next person must incorporate a transition word or phrase to continue the story.

Oral Citations

- When we use some one else's ideas or take a quote from something he/she said, we must give credit where credit is due.
- How to cite:
 - Magazine article
 - Ex. According to an article by Ben Elgin in the February 20th, 2006 issue of *Business Week*, we can expect Google and Yahoo's supremacy as the search engine giants to be challenged by new U.S. startups. Elgin reports that..."
 - Newspaper article
 - An article about indoor volleyball in the 2009 edition of *VolleyCentral* reported that ...
 - Website
 - According to information found at volleyball.com...
 - Journal Article
 - A 2009 study published in *Journal of Twenty first century athletics* reported that the updated rules of the sport of volleyball...
 - Book
 - In the 2006 book, *Volleyball Systems and Strategies* published by USA Volleyball described...
 - Television program
 - On March 3rd, a local television program aired a special on High School volleyball. In this program...
 - Personal interview
 - On March 15th, I interviewed Ms. Colleen Chambers, a High School Volleyball coach at Jordan High School for 20 years. She said...

- Activity: Break up into 7 groups. Each group gets a source to make up an oral citation for. Present to the class.

Conclusion

- Review
 - We talked about the purpose for transitions. What is one purpose?
 - We talked about 4 different types of transitions. What are they?
 - We talked about oral citations—why is this important to our speeches?
- Homework: Begin adding in transitions to your Outline Worksheets
 - Begin writing out your oral citations (as they should be incorporated into your Final Outlines)
- Next class will be a full research day and the final one, so come ready to use your time wisely.
 - I will be checking to see if the body of your Outline Worksheets are completed

Resources: Sample Transition Words and Phrases Worksheet, Guided Notes

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Hamilton, Gregory. *Public Speaking for College and Career*. 8th ed. New York: McGraw-Hill, 2008. Print.

Cooper, Pamela, and Sherwyn Morreale, eds. *Creating Competent Communicators*. Scottsdale: Holcomb Hathaway, 2003. Print.

"Tips for Oral Citations." *Docstoc - Documents, Templates, Forms, Ebooks, Papers & Presentations*. 2010. Web. 04 May 2010.

<<http://www.docstoc.com/docs/3639223/Tips-for-Oral-Citations/>>.

Day 7: Final Research Day

Note: Be sure to have your Outline Worksheets with you tomorrow. We will be going over Introductions and Conclusions

Day 8: Introductions & Conclusions

Objectives

- Students will formulate effective introductions for their speeches
- Students will create effective conclusions for their speeches

Introduction

- Review
 - Research Day
- Attention Getter: Quote
- Today
 - We'll talk about the components of an introduction
 - Ways to gain attention (like the quotation I used a moment ago)
 - Other requirements that should be included
 - We'll talk about how to wrap up your speeches into conclusions

Body

Introductions

- Gain attention in your introduction
 - Story
 - Question
 - Rhetorical
 - Overt-response
 - Provocative Statement
 - Quotation
 - Visual aid or demonstration
- What you want to provide with your introduction
 - Arouse curiosity
 - Give an incentive to listen
 - Give background information
 - Tie topic to the audience
 - Establish credibility

- Why are you qualified to speak about your topic?
 - Preview of the body of your speech
 - State thesis statement/main points
- My example: Video clip of a volleyball clip with a long volley back and forth.
- Activity: Take out your Outline Worksheets.
 - With the next 10 minutes, find a partner and brainstorm different ideas for introductions
 - Begin to fill out Roman Numeral I on your outlines

Conclusions

- Signal the end
 - Verbal Signal
 - Announce the end is coming
 - Ex. "Let me end by saying," or "In conclusion,"
 - Nonverbal Signal
 - Tone of voice
 - Intensify facial expression and gestures
- Summarize key ideas
- Go out with a bang
 - Come back to how you began the speech, like a full circle
 - Quotation
 - Issue an appeal or challenge
 - Illustration
- My example: So, in conclusion, I'd like to challenge you to go out and try the sport of volleyball out, using the information I gave you today about the rules, techniques of play, and the positions. Maybe you'll be good enough to have as long of a volley as the clip I showed you in the beginning.
- Activity: Take out your Outline Worksheet
 - With the remainder of the class time, find a different partner and brainstorm ways to conclude your speech.
 - Begin filling out Roman Numeral III

Conclusion

- Review
 - What are some requirements for the introduction?
 - What are some ways to gain audience attention?

- What are some requirements for your conclusion?
- Tomorrow: We'll begin talking about verbal and nonverbal delivery
- Homework: Have your Outline Worksheets fully complete for Friday to be checked off by me

Resources: video clip, computer, projector screen, internet access

Bibliography

Hamilton, Gregory. *Public Speaking for College and Career*. 8th ed. New York:

McGraw-Hill, 2008. Print.

Day 9: Verbal & Nonverbal Delivery

Objective

- Students will demonstrate effective vocal techniques through their speeches
- Students will use effective nonverbal communication in their speeches

Introduction

- Review
 - Yesterday we went over introductions and conclusions.
 - What were some of the important tips for your introduction?
 - Conclusion?
- Attention Getter
 - (Speaking really quietly, mumbling) Telling a story about something that happened recently
 - What was wrong with the way I was speaking?
- Today
 - We will go over the different types of vocal variation that will benefit you in your speeches as we draw closer to presenting
 - Then, we'll talk about the nonverbal communication techniques to keep in mind when speaking

Body

- Vocal Variation
 - Volume
 - Articulation
 - Dialect
 - Pronunciation
 - Pitch
 - Rate
 - Pauses
 - Conversational Quality
- Nonverbal Delivery
 - Personal appearance
 - Eye contact
 - Facial Expressions
 - Posture
 - Movement

- Gestures
- Activity 1: Video examples of speakers using good, bad, and a variety of verbal and nonverbal communication techniques. In partners, students will critique each one. Discuss.
- Activity 2: Give each pair a nonverbal and verbal technique to perform to other students in the class, as they try to guess what each is performing.

Conclusion

- Review
 - What are some types of vocal variation?
 - What are some nonverbal techniques to keep in mind when speaking?
- Homework: Continue working on your Outline Worksheets. Due tomorrow
- Tomorrow we will discuss visual aids

Resources: video examples, computer, projector screen, internet access

Bibliography

Hamilton, Gregory. *Public Speaking for College and Career*. 8th ed. New York: McGraw-Hill, 2008. Print.

Day 10: Visual Aids

Objectives

- Students will identify the advantages of the use of visual aids in a speech
- Students will prepare appropriate visual aids

Introduction

- Review
 - We talked about Verbal and Nonverbal Delivery
 - What were some of the verbal techniques to enhancing your speech effectiveness?
 - What are some nonverbal things to remember?
- Attention Getter
- Today
 - We will talk about the advantages to using a visual aid in your speech
 - We will discuss different types
 - Tips for preparing your visual aids
 - Tips in presenting your visual aids
 - Work on outlines/visual aids

Body

- Advantages
 - Make your ideas clear and understandable
 - Make your speech more interesting
 - Help audience remember facts and details
 - Help prove a point
 - Add credibility
- Different types
 - Graphs
 - Charts
 - Drawings
 - Photographs
 - Videos
 - Objects
 - Models
 - Guest
 - PowerPoint Slides
- Tips in preparation

- Choose visuals that truly support your speech
- Prepare and practice with your aid in advance
- Don't use too many visuals
- Make it simple and clear
- Make sure *everyone* can see it
- Appeal to as many senses as possible
- Tips when presenting
 - Choose the best time to show the visual
 - Never pass the aid among audience members
 - Remove physical barriers
 - Explain your visual!
 - Don't let the visual distract from the message
 - Don't talk to your aid
 - Plan for emergencies
- Activity
 - Have example topics, have students discuss in small groups what type of visual could be used for each.
- Allow the remaining time to work on visual aid or outline

Conclusion

- Review
 - Name some advantages of visual aids
 - What are some tips when you're making your visual aid?
 - What are some things you should be aware of when presenting your visual aid?
- Homework
 - Work on your visual aid over the weekend
 - Transform your Outline Worksheets into a Chronological, Spatial, or Topical Outline, which is due the day you give your speech. We will have time to work on this in class tomorrow (hand out sample outline format)
- Next class
 - We'll draw for the order of speaking
 - We'll discuss speaking nervousness
 - Have time to work on our final outlines, visual aids, etc.

Resources: Example topics, some supplies for visual aids (poster board, makers), examples of different types of visual aids, study guide

Bibliography:

Hamilton, Gregory. *Public Speaking for College and Career*. 8th ed. New York:
McGraw-Hill, 2008. Print.

Day 11: Speaking Apprehension

Objectives:

1. Students will recognize specific types of fears that are brought about by public speaking.
2. Students will gain tools for dealing and controlling with speech anxiety.

Introduction:

- Greeting
- Attention Getter (pose questions)
 - Why do you think public speaking is important?
 - What do you think makes people have a fear of public speaking?
 - What are some ways you, personally, deal with your public speaking fears?
- Those are the types of things we are going to go over today, as our topic is *Controlling Nervousness*
 - First, we'll discuss the reasons people fear public speaking
 - Then, ways to control those fears
 - Then, we'll end with an activity that will get you up in front of the class to start getting used to public speaking.
 - Then, we'll have time for study guide questions, work on visual aids, or outlines
- First, let's review what we talked about last class:
 - Name some advantages of visual aids
 - What are some tips when you're making your visual aid?
 - What are some things you should be aware of when presenting your visual aid?

Body

- Reasons for nerves/Types of fear
 - Fear of being stared at
 - Fear of failure
 - Fear of rejection
 - Fear of the unknown
 - Fear of Forgetting
- Managing those fears
 - During planning stages
 - Choose a topic you know a lot about
 - Prepare thoroughly

- NEVER memorize a speech
- Imagine yourself giving an effective speech
- Know that shyness is no barrier
- Shift focus from self to audience
- Plan out visual aids
- Make arrangements
- Devote extra practice to the introduction
- Directly before speech
 - Verify materials are ready to go
 - Get accustomed to audience and setting
 - Use physical actions to release tensions
 - Deep breaths
 - Tighten and relax leg muscles
 - Push arms down on object
 - Press palms together
- During speech
 - Pause a few moments before starting
 - Deal rationally with body's turmoil
 - Think of communication, not performance
 - Know that most symptoms are not seen
 - Never mention or apologize for nerves
 - Don't let your audience upset you
 - Act poised
 - Look directly at your audience
 - Don't speak too fast
 - Get audience attention early
 - Eliminate excess energy
 - Accept imperfection
- Activity—because *facing* your public speaking fears is one of the main steps in overcoming them.
 - Find a partner
 - Interview each other for:
 - Hobbies
 - Interests
 - A story
 - Any events he/she will be participating in
 - Include some type of attention getter/a reason for the audience to be interested

- Present information to the class for about 30 seconds to a minute
- Then, discuss any nerves
- The rest of the time will be for study guide questions, working on visual aids or outlines

Conclusion

- In Review
 - What were the five main reasons for speakers' nervousness?
 - What are some ways to control nervousness in:
 - Planning stages/Now?
 - Immediately before your speech?
 - During your speech?
- Homework: Make a list of nervous symptoms that you have experienced and then discuss how to control each of those symptoms. This should be handed in to me tomorrow
- Tomorrow
 - We will begin practicing our speeches by video taping them.
 - There will be two people at a time in a separate room, while the others work on final outlines or visual aids.

Resources: None

Bibliography

Hamilton, Gregory. *Public Speaking for College and Career*. 8th ed. New York: McGraw-Hill, 2008. Print.

Day 12: Videotaping/Practice

- In pairs, each student will videotape his/her partner in a separate room, then watch his/her own video, critiquing it using the rubric.
- When not videotaping, students will work on their visual aids or final outlines

Day 13: Videotaping/Practice

Day 14: Speeches

Five students

Day 15: Speeches

Five students

Day 16: Speeches

Five students

Day 17: Speeches

Five students

Day 18: Speeches

Five students

Day 19: Review Day

Go over study guide

Review game

Day 20: Unit Test

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