

INFORMATIVE SPEECH ASSIGNMENT

You will present an informative presentation on another topic of your choosing. Consult your brainstorming sheet for ideas to consider. Your topic may seek to inform your audience about a person, place, idea, object, hobby, or any phenomena deemed interesting.

Assignment Parameters:

Audience: Your public speaking class
Notes: Speakers are limited to 3 notecards.
Length: 3-5 minutes
Research: Mandatory, at least two sources.
Visual Aids: Optional
Lectern: No

Timeline: See reverse

Criteria:**Content:**

Speaker effectively presents interesting information about the topic with the intent to inform.
Speaker seeks to increase audience's interest in the subject matter via the content.
Speaker makes the information accessible to the audience via content and form.

Organization:

Speaker utilizes a chronological, spatial, topical, or causal organizational sequence in the presentation of the speech.
Speaker incorporates a clear opening and closing to the speech.
Speaker's transitions from segment-to-segment are fluid and enhance the cohesion of the speech.

Delivery:

Speaker develops a credible and expert 'speaker's persona.'
Speaker seeks to increase audience's interest in the subject matter via the delivery and audience involvement.
Speaker enhances the speech experience with effective use of the voice (verbal).
Speaker enhances the speech experience with effective use of the body (nonverbal).

Research:

Speaker effectively incorporates at least two cites of research within the speech.
Speaker's research is valid and enhances the information within the speech.
Speaker provides a 'bibliography' in the proper MLA format.

Speaker adheres to the assignment parameters.

TIME LINE

Monday, March 3

Students will brainstorm and synthesize potential informative speech topics for consideration.

Students will evaluate a potential speech topic according to a set criteria (purpose, audience, occasion) and apply the processes involved in limiting a topic for final selection.

Students will describe the types of informative speeches.

Students will differentiate between a general purpose statement, a specific purpose statement, and a thesis statement in speech preparation.

ASSIGNMENT: Write a draft of GPS, SPS, and your Central Idea.

Tuesday, March 4

Students will understand the relationship between a speech introduction and the speech conclusion.

Students will effectively present information utilizing the proper organizational structure (introduction, body, conclusion, transitions).

Students will evaluate an organizational pattern to maximize the comprehension and retention of information (chronological, spatial, topics, cause/effect, compare/contrast, etc.).

ASSIGNMENT: Complete your introduction and your conclusion.

Wednesday, March 5

Students will peer-evaluate their introductions and conclusions in small-group format.

Students will begin to outline their body of the speech using the prescribed format.

Students will effectively present information utilizing the proper organizational structure (introduction, body, conclusion, transitions).

ASSIGNMENT: Your outline is due next class.

Thursday, March 6

Students will review their outlines with Mr. Yastremski

Students will continue composing the body paragraphs of their informative speeches.

ASSIGNMENT: Complete the remaining body paragraphs

Friday, March 7

Students will effectively connect all their segments to complete a full informative speech for utilization in the rough draft process.

Students will understand the role and importance of transitions within the speech.

ASSIGNMENT: Prepare final thoughts and ideas for next class session.

Monday, March 10

Students will evaluate the effective use of visual aids to enhance their speaking experiences.

Students will recognize the principles of visual construction, along with the types of visual aids available to them.

Students will effectively construct their visual aid for use during their final informative presentation.

ASSIGNMENT: final speeches due.

Tuesday, March 11

Students will conduct practice run-throughs of their informative speeches in peer-coaching circles.

Students will evaluate the effective use of visual aids to enhance their speaking experiences.

ASSIGNMENT: Continue working on your informative speeches..

Wednesday, 3/12 – Friday, 3/14

Students will effectively present their informative speeches with mastery in content, organization, delivery, and visual aid design.

ASSIGNMENT: Complete a Self-evaluation.