Demonstration Speech Assignment

Purpose:
To give you practice in developing and delivering a speech demonstrating a process or procedure of which you are familiar. The choice of topic is yours, but must be informative in nature (no persuasive speeches allowed). Your goal is to train your audience on a procedure and, in doing so, keep your audience interested.

Assignment Specifics:

<table>
<thead>
<tr>
<th>Topic/Approach</th>
<th>An informative presentation, focusing on demonstration, on a topic relevant to the class, supported with credible research</th>
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<tr>
<td>Time Limit</td>
<td>4-6 minutes (please time at 5:00) (Set-Up time limited to 30 seconds to 1 minute)</td>
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<tr>
<td>Required Oral Source Citations</td>
<td>Three (3) good quality sources cited during the presentation (these need to come out of your mouth)</td>
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<tr>
<td>Presentation Aids</td>
<td>At least one (although you will probably have more)</td>
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<td>Notes</td>
<td>Limited to three (3) 3x5 note cards, single sided, handwritten</td>
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<tr>
<td>Number of Main Points</td>
<td>Two to four, as required by the speech Do not forget your preview and your summary statements</td>
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<td>Speaking Style</td>
<td>Extemporaneous (do not memorize this speech word for word; practice speaking off of an outline)</td>
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| Associated worksheets/outlines | • Info Speech Worksheet Explanation  
• Worksheet #1 (pdf format; rtf format): 5 Topics + Audience Relevance  
• Worksheet #2 (pdf format; rtf format): 1 Topic, Audience Relevance, 3+ sources, Draft Main Points, Possible Aids  
• Worksheet #3 (pdf format; rtf format): 1 Topic, Audience Relevance, 3+ sources, Draft Main Points, Possible Aids WITH BIBLIOGRAPHY  
• NOTE: Worksheet #2 & #3 are identical, with the exception of #2 including an additional page for the bibliography (even the links are identical) |

Procedure:

1. Identify a process or procedure on you can comfortably speak for the time allotted for this speech. Maybe you would like to demonstrate how to make a family-recipe, or the ins and outs of doing laundry, or how to conjugate Spanish verbs, how to correctly set up margins and tabs in a Word document, how to use eBay effectively, how to find the cheapest airline tickets (for business travel, of course), how to put together a competitive résumé, how to interview job candidates, etc.
Think about what you know and are interested in. Then think about what your audience knows and may be interested in. Then choose a topic that fits the speech requirements and audience analysis AND that you can find and use appropriate presentation aids.

NOTE: This should be informative in nature. If you do a persuasive speech instead, you will NOT receive credit. No speeches on highly charged moral issues (e.g. abortion) will receive credit.

2. Read the chapters in the textbook on public speaking in general and informative and demonstrative speaking in particular. Review your lecture notes on these subjects.

3. Prepare a speech that meets the following criteria:
   a. The purpose and goal of the speech must be clearly discernible to me and your audience without you having to say, “The purpose of my speech is…” What is the primary thing you want your audience to know, be aware of, or learn?
   b. The body of the speech must be organized around a recognizable structure such as those suggested in the text or discussed in class (e.g. chronological, topical, spatial, etc.).

Consider the following organizational structures for your demonstration speech:

**3 points, with two different procedures:**

Intro: Attention-getting, establish relevance/value…preview

Body:
   I. Preparation / Materials needed
   II. Procedure
   III. Procedure (if procedure can be subdivided into two main points) or Uses

Conclusion: Summary, reiterate relevance/value… conclude

Or:

**2 points (could make 3 points if need to break up preparation):**

Intro: Attention-getting, brief establishment of relevance/value…preview

Body:
   I. Preparation (including material/resources needed)
   II. Procedure

Conclusion: Summary, reiterate relevance/value… conclude

Or:
3 points, with extended audience relevance/value:

Intro: Attention-getting, brief establishment of relevance/value…preview

Body:
I. In-depth discussion of relevance/value
II. Preparation (including material/resources needed)
III. Procedure

Conclusion: Summary, reiterate relevance/value… conclude

c. The major points and subpoints must be distinct so that their relationship is clear. The transitions from one point to the next must be logical and clear. They reveal how you think, so they should be carefully conceived.
d. The introduction should attract the attention of the audience. You must also clearly preview the content of your speech.
e. The conclusion must summarize the speech as well as end the speech on a note of finality.
f. Overall, the speech must show evidence of audience analysis, so that the content fits the interests, abilities, and general condition of the audience. It must also convey your enthusiasm/passion for your topic. (If you’re not interested, why should we be?)

4. You MUST cite your sources orally (oral footnotes, oral source citations). If you don’t cite the correct number of oral references, your grade will be adversely affected.

5. You MUST use at least one (1) presentation aid (likely a visual aid) for this speech. Review the information in the textbook on presentation aids as well as the information discussed in class. If you don’t use a presentation aid, your grade will be adversely affected.

NOTE: Pay attention to what is available in the classroom and what I am allowing for this speech. Please do not assume that you will have use of a computer projection system.

IMPORTANT NOTE: Make sure you have your aids prepared so that there is very limited set-up time. It shouldn’t take you more than 30 seconds to 1 minute to set-up for your presentation.

6. You MUST turn in an outline or a worksheet (see assignment specifics on the syllabus or Schedule Links document) to me on the day you are scheduled to do your speech—with a Works Consulted section and your oral source citations clearly identified.
7. Speaking Notes: You are limited to the amount of notes identified. If you have more than the amount identified, I will take them away from you and you will have no notes.

8. Practice your speech before you actually give it. Time it to make sure it fits the time limit. Remember: you get penalized for being under or overtime.

9. Because of the student feedback aspect of this speech, it is important that you attend class even when you are not giving a speech.

**Grading Considerations:**

- Appropriateness of topic (informative in nature, not persuasive, etc.; demonstration speech topic, effective audience analysis)
- Clear, discernable preview and summary statements (don’t make me have to look for them!)
- Good organization (a clear attention-getting introduction, well-developed and organized body, distinct conclusion)
- Easy to follow; good use of examples; clear explanation of process
- Adheres to speech requirements (presentation aids, oral footnotes, notes, time limit, etc.)
- Shows signs of being well researched
- Creativity, style in content and delivery
- Enthusiastic/energetic delivery
  - NOTE: This is an oral communication class. Delivery skills count heavily in your grade. Make sure you have practiced your speech several times, in front of an audience, so you perform with an enthusiastic/confident delivery, good inclusive eye contact, natural gestures, good posture, fluency (no filler phrases), smooth use of presentation aids, etc.
- Appropriate physical appearance (clean, presentable, “a step above from your audience’s attire”)