

COM 101: Principles of Oral Communication

Fall Semester 2015

Time & Place: M-W-F, 12:30 – 1:20 p.m. in
Chambers B027 (basement)

Professor: Dr. Amanda R. Martinez

Office Hours: Preyer 213, Wednesdays, 2-4:30 p.m.
and other days/times by appointment.

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REQUIRED MATERIALS

- Osborn, M., Osborn, S., Osborn, R., & Turner, K. J. (2015). *Public Speaking: Finding Your Voice, 10th edition*. Boston, MA: Pearson. **(Available in the Davidson College Store)**
- Routine access to Davidson email, Moodle, & Twitter. Additional readings in .pdf format, assignment details and submission links, and links to various resources are available on Moodle by week.
 - *I will tweet tips, speeches to critique, and articles of interest using our class hashtag #COM101Davidson from my Twitter handle: @AMartinezPhd. Feel free to tweet as you come across items your classmates might find interesting and useful as well! [Twitter](#) is an informal, supplemental back channel of communication for our class.*



THE COURSE

Public Speaking

Course Description:

Public speaking is a skill to be acquired and refined through practice and experience. This course focuses on the invention, design, and performance of informative, persuasive, and ceremonial discourse for the public arena. The course is performance-based in that we hone in on improving public speaking skills in several life contexts you may inevitably encounter. We learn about the foundational theoretical concepts behind public speaking with emphasis on the invention of ideas, delivery, style, and organization. The following topics are addressed: the process of public speaking, including the fine skill of critical listening; planning and preparing different types of speeches, including informative, persuasive, and ceremonial; choosing the subject and rhetorical purpose; analyzing the audience, setting, and the occasion; using supporting material; citing sources in verbal and written form; outlining formally and developing speaking notes; creating and integrating visual aids; beginning and ending speeches; artfully and strategically employing creative language techniques; and practicing delivery aims and styles.

While public speaking is certainly a skill refined over time with practice, preparation, and experience, it ranks high among things most feared in life for many people. However, it is also one of the most commonly used forms of communication, whether in classes as students, on the job market as interviewees, in the workplace

as employees, and in a wide array of other important communication contexts we all navigate routinely. This course is designed to help you overcome communication anxiety and apprehension through practice and experience. You have many opportunities to practice to become better speakers and overall communicators. We work to generally appreciate the central role of communication in society by enhancing our analytical, critical, and practical skills, regardless of ability level or experience. Class time targets concept and theoretical application from public speaking's anchoring in the rhetorical tradition, preparation, and presentation that will be assessed through numerous speaking opportunities. You are encouraged to exercise academic freedom in choosing topics and developing the progression of material. We are mostly focused on the role as speaker, though we will simultaneously prioritize our roles as good, constructively critical audience members, listeners, and evaluators.

Learning Outcomes:

By the end of this course, students will be able to:

- develop informative, persuasive, and ceremonial speech presentations with clear rhetorical purposes.
- identify salient aspects of audience demographics and attitudes.
- organize and write formal and keyword outlines/speaking notes.
- deliver a speech extemporaneously from a keyword outline/speaking notes.
- speak on impromptu topics with little to no advance preparation.
- evaluate and provide constructive, critical feedback on a variety of speech presentations.

Course Structure: This class consists of a variety of ways to earn your grade including a total of four (4) speech presentations delivered to our class audience, peer and self-evaluations for each speech, homework assignments and impromptu speeches, an overall participation grade (includes homework, small group work, impromptu speeches, speech debriefs, etc.), a midterm review, and a final review. The percentage weighed towards your grade and details for each assignment follow.

| <u>Grading Scale</u> | |
|-----------------------------|-------|
| A | 93+ |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 0-59 |

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| Speech 1 – How-to Speech (3-5 min.): | 10% |
| Speech 2 – Informative Speech (5-7 min.): | 15% |
| Speech 3 – Persuasive Speech (5-7 min.): | 15% |
| Speech 4 – Your Choice: Persuasive Speech (7-9 min.): | 20% |
| Peer, Self-Evaluations, & Participation: | 10% |
| Midterm Review: | 15% |
| Final Review: | 15% |

General Expectations:

I expect that you take responsibility for your educational learning experience by taking part in class discussions, keeping up with your reading, participating in in-class activities, homework, small group work, presenting impromptu speeches, preparing well for your graded speeches, and providing constructive feedback for your peers. It is your responsibility to stay on schedule and communicate when there is course content that you need extra help with. We will adhere strictly to our schedule of deadlines. Switching speech days without advance notice and agreement from all involved or failing to deliver a speech on your self-designated speech day are unacceptable behaviors subject to strict penalties. I hold you accountable to high standards of utmost respect for our classroom environment and polished presentations. I am also your advocate and resource.

**Class Motto: GRADES ARE
NOT GIVEN, THEY ARE
EARNED.**

ASSIGNMENT DETAILS

Speeches: Detailed documents with the guidelines for each speech presentation are available on Moodle and we will go over the expectations. For each speech assignment, you will "commit" to a topic of your choice due on designated days in the course calendar. Topics are "claimed" on a first come, first serve basis. For each speech you give in this class, you will complete a formal outline, conduct research to add credibility and substance beyond your own knowledge on the topic to your speech, employ a meaningful visual aid to enhance the presentation, and use speaking notes/keyword notes to assist you as you present. You will use the extemporaneous speaking style in all presentations. You must work within a time limit range which means that you must practice your speech several times to ensure you have enough material to satisfy the time requirement. Your speech will be timed and you will receive constructive feedback that you should take into consideration as you prepare for and present other speeches. You are required to view your speech video recording available on Moodle. Your self-evaluation is due shortly after your speech takes place and your video has been uploaded to Moodle.

All rubrics, peer, and self-evaluation forms are available on Moodle.

Peer, Self-Evaluations, & Participation: This portion of your grade involves being an active audience member during each class meeting and especially during speech presentations. Since everything we discuss in class pertains to your speeches, you should be attentive, which means at a minimum being mentally and physically present. On class days when speeches are given, students who are not presenting that day will complete peer evaluations for the speakers. Peer evaluators will determine effectiveness of the speeches in class by providing speakers with constructive feedback to improve their speaking style and organizational skills. This enhances the ability to critically judge quality speeches and help you, as the speaker, better articulate your own ideas and hone your delivery style. Evaluations are distributed on speech days. Failure to complete these will result in the loss of participation points. You are required to review and complete self-evaluations for each speech you give. I will alert speakers when speech videos become available in Moodle and when self-evaluations are due. In sum, this portion of your grade considers your general participation in class which includes impromptu speeches, brainstorming and outlining, productive use of in-class assignment time, speech critiquing, speech debriefs, small group work and homework assignments.

Do not be absent or late on speech days.

Reviews: The midterm review consists of the content we have covered through the mid-semester point. The final review consists of the content we have covered in the latter half of the semester; more specifically, expect to focus primarily on the major areas of informative, persuasive, and ceremonial speaking. The format for your reviews is a combination of the following: multiple choice, true/false, fill-in-the-blank, short answer, and essay. A review-review sheet available on Moodle will identify key study points.

POLICIES

*3 *freebie* unexcused absences per student → no excuses/explanations required, no questions asked.*

Attendance Policy:

Regular class attendance is the student's obligation. I take attendance each time we meet. I expect that everyone treat our class meetings respectfully by recognizing that they are vital to successful speech presentations and assignment performances overall. Each student has a total of 3 *freebie* unexcused absences to use during the semester, no excuses/explanations required, no questions asked. After the 3 freebies, every subsequent absence will result in a 15-point deduction from the participation grade. If a student misses more than one quarter of a semester, the student effectively fails the course. Davidson athletics, religious

observances, and other College-mandated excusable absences must be communicated in advance for proper marking in my attendance records.

Late Work Policy:

I do not accept late work. You have all due dates mapped out in the course calendar. Plan well and work to meet the deadlines. I reserve the right to make exceptions with penalties on extreme rare occasions on a case-by-case basis.

Technology Policy:

Electronics should be silenced and put away, especially on speech days. Any disruption during speeches –due to technology on an audience member's behalf-- will result in point deductions from the audience member's speech grade. Public speaking causes varying levels of anxiety. Therefore, we, as respectful audience members, will routinely strive to provide a pleasant speaking environment.

Davidson Honor Code & Pledged Work:

All work is pledged work. Please write (or type) “pledge” and your name in full on the top corner of any work you hand in. Please make sure you understand the Honor Code, and especially the definition of plagiarism.

Citing Sources & Avoiding Plagiarism:

I encourage you to speak to others about your prepared and written work (mostly outlines, for our purposes): colleagues, friends, and consultants in the Speaking Center. All of the work that you do for the course must be your own and you should not "recycle" work from prior classes, but you are welcome to get feedback and suggestions from anyone in the community. Written work must include appropriate citations. We have APA and MLA citation examples on our course research guide to make sure that the basics are clear including how to cite when paraphrasing and directly quoting. The librarians thoroughly cover the basics in our research workshop and also serve as resources for students in speech research and preparation throughout the course.

Written Assignment Submissions: To be **green friendly** and save paper/trees, self-evaluations and reviews will be submitted electronically via Moodle. Please attach your document in Word .doc format to the appropriate assignment link. I will provide feedback in bubble comments and indicate the grade earned at the end in a bubble comment. Graded work will be sent back via email.

*The students and faculty of Davidson College are committed to the **Honor Code** and will not tolerate any violation of this principle. Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work. Students must clearly cite any sources consulted – not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. As indicated in Davidson College's Student Handbook, I must refer every act of academic dishonesty; violations may result in failure in the course, as well as suspension or expulsion.*

DR. MARTINEZ' QUICK CHECKLIST FOR WRITTEN WORK:

- ✓ Microsoft Word .doc format.
- ✓ Font = 12 point, Times New Roman.
- ✓ One inch margins.
- ✓ Double-spaced (without extra spacing before or after paragraphs).
- ✓ Edit thoroughly for the basics of grammar, spelling, punctuation, content, clarity, sentence structure, etc.
- ✓ Citations follow APA or MLA style consistently and accurately.

RESOURCES

Accommodations for Students with Disabilities and Learning Differences:

Accommodations are the legal right of students with disabilities. If you are a student with a disability or learning difference who anticipates needing accommodations, and the disability is documented by Davidson College, please come talk to me early in the semester so that we can discuss accommodations. All such discussion will be confidential. Pedagogically, I strive to employ a variety of strategies and approaches to appeal to an array of preferred learning styles throughout the duration of our course.

Title IX and Student Misconduct:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://www.davidson.edu/offices/dean-of-students/sexual-misconduct> and <http://www.davidson.edu/student-life/health-and-counseling/counseling>. Dean of Students Kathy Bray (Office: Chambers 1255) is the Title IX Coordinator and may be reached at: 704-894-2225, kabray@davidson.edu. Full policy details may be found on Inside Davidson provided by the Sexual Misconduct Task Force.

The Speaking Center:

The Speaking Center on campus provides free consultations for your speeches and other presentations for any course. Consultants will meet with you about any aspect of your work, from invention to delivery. The tutors in the Speaking Center are your peers who have had COM 101 and performed exceedingly well in their presentations. They are peer experts with the practice and experience necessary to perform well on speeches. Before each of your speeches, you are required to visit the Speaking Center for a consultation on any part of the speaking process, including but not limited to having a tutor review your formal outline or listen to you practice your speech and provide delivery feedback.

Speaking Center hours: Sunday - Thursday, 8-11 p.m., Studio D & Group Tutor Room 2 (Library)

Library Services:

Research Consultations - The librarians are happy to work with you individually. Drop-in and scheduled consultations are available Monday - Friday, 9-5 p.m. and Monday - Thursday, 7-9 p.m.

Visit the library website for all forms and details: <http://davidson.libguides.com/askalibrarian>

*Questions, comments, concerns? Silence is satisfaction unless I hear otherwise.
Please do feel free to talk to me at any point in our semester together!*

COURSE CALENDAR

Minor changes may be made to this schedule at Dr. Martinez's discretion.

KEY FOR COURSE CALENDAR:

- Gray = Readings on Moodle
- Pink = Topic commitment due
- Blue = Speech day
- Yellow = Review
- Green = Breaks/No class meeting

| WEEK | DAY | TOPIC | READINGS | DUE TODAY |
|------|--------------------------|--|---|--|
| 1 | Monday August 24 | Welcome to Principles of Oral Communication! 😊 | | |
| | Wednesday August 26 | Finding Your Voice | Chapter 1 | Complete the Comm. Anxiety test and submit your score with a brief note of reflection on Moodle. Due on Thursday by 4 p.m. |
| | Friday August 28 | Managing Your Fear of Public Speaking -Strategies to alleviate those nervous butterflies. | Chapter 2 | Audience analysis survey is available via Qualtrics link. |
| 2 | Monday August 31 | Your First Speech: An Overview of Speech Preparation | Chapter 3 Campbell & Huxman: Chs. 1 & 3, A <i>Rhetorical Perspective; Your Rhetorical Act</i> | Audience analysis survey responses due today by 8 p.m. |
| | Wednesday September 2 | SELF-INTRODUCTION SPEECHES | | |
| | Friday September 4 | Adapting to Your Audience & Situation Ways to optimize effectiveness. <i>Who will you be presenting to all semester long anyway? 😊</i> | Chapter 5 Nelson: <i>Speeches, Speechwriters, and the American Presidency</i> | |
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| 3 | Monday September 7 | Developing Your Topic: -Brainstorming & focusing -Mind mapping workshop -What do you know? What are you interested in? What would you like to know more about? What's important to you that you want others to know? | Chapter 6 | <i>After the class mind mapping workshop, give Dr. Martinez a notecard list of your top 4 generated topics.</i> |
| | Wednesday September 9 | Impromptus | | |
| | Friday September 11 | Presenting Your Speech & Informative Speaking | Chapters 12 & 13 | |
| 4 | Monday September 14 | Structuring & Outlining Your Speech | Chapter 9 | |
| | Wednesday September 16 | <u>Outlining Workshop</u> -Sample & scramble outlines -Create your own outline practice (<i>due after attending an outlining workshop</i>) | | <i>Attend an outlining workshop with tutors in the Speaking Center (date and time TBA)</i> |
| | Friday September 18 | Presentation Aids | Chapter 10 | |
| 5 | Monday September 21 | Building Responsible Knowledge -Research, research, research! -Supporting Your Ideas | Chapters 7 & 8 | |
| | Wednesday September 23 | Research workshop in Library "Fishbowl" | | How-to Speech Topic Commitment is due today! |
| | Friday September 25 | Putting Words to Work The power of language choice in speeches Becoming a Better Listener | Chapters 11 & 4 | Mandatory visit to the Speaking Center at some point before your Speech 1 (I will get a notification via email from the tutor you visit with). |
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| 6 | Monday September 28 | Impromptus | Carpenter: Chs. 5 & 6, <i>Repeating and Omitting; Power of Placement</i> | |
| | Wednesday September 30 | SPEECH DAY | How-to Speeches begin... | Formal outline & speaking notes due! |
| | Friday October 2 | SPEECH DAY | | Formal outline & speaking notes due! |
| 7 | Monday October 5 | SPEECH DAY | Last day of How-to Speeches. | Formal outline & speaking notes due! <i>-Debrief points for speech 1 due on Moodle by today, 5 p.m.</i> |
| | Wednesday October 7 | No class meeting! <i>Use this time to study for the review and/or as a research day in prep for speech 2.</i> Midterm Review is released on Moodle! | | <i>-Sign up for an individual meeting for after break on the Sign-up Genius link sent via email.</i> |
| | Friday October 9 | No class meeting! <i>Use this time to work on speech 2, study for, and/or take the review before Fall Break.</i> | | |
| 8 | Monday October 12 | **FALL BREAK** <i>No classes!</i> | | |
| | Wednesday October 14 | Individual meetings take place by appointment during class and office hours (Sign-up Genius link) | | -Informative Speech Topic Commitment is due today! Midterm Review is due by midnight on Moodle! |
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| | Friday October 16 | Impromptus <i>with specific focus on _____</i> (students decide based on experience from speech 1). | | Mandatory visit to the Speaking Center at some point before your Speech 2 (I will get a notification via email from the tutor you visit with). |
| 9 | Monday October 19 | SPEECH DAY | Informative Speeches begin... | Formal outline & speaking notes due! |
| | Wednesday October 21 | SPEECH DAY | | Formal outline & speaking notes due! |
| | Friday October 23 <i>Fall Convocation</i> | SPEECH DAY | | Formal outline & speaking notes due! |
| 10 | Monday October 26 | SPEECH DAY | Last day of Informative Speeches. | Formal outline & speaking notes due! <i>-Debrief points for speech 2 due on Moodle by today, 5 p.m.</i> |
| | Wednesday October 28 | Persuasive Speaking -Identify types of persuasion in action | Chapter 14 | |
| | Friday October 30 | Persuasive speaking continued. -Monroe's Motivated Sequence – you've all seen this before if you've seen an infomercial! | Covino: Ch. 1, <i>Grammars of Persuasion</i> | Persuasive Speech Topic Commitment is due today! |
| 11 | Monday November 2 | Building Sound Arguments Persuasive speech analyses & fallacies -Let's evaluate these famous speakers! 😊 | Chapter 15 Herrick: Ch. 18, <i>Fallacies & Appeals</i> | |
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| | Wednesday November 4 | Critiquing persuasive speeches continued | Rybacki & Rybacki: Chs. 6 & 7, <i>How do I prove my argument?; How do I reason with my audience?</i> | Mandatory visit to the Speaking Center at some point before your Speech 3 (I will get a notification via email from the tutor you visit with). |
| | Friday November 6 | Impromptus | | |
| 12 | Monday November 9 | SPEECH DAY | Persuasive Speeches begin... | Formal outline & speaking notes due! |
| | Wednesday November 11 | SPEECH DAY | | Formal outline & speaking notes due! |
| | Friday November 13 | SPEECH DAY | | Formal outline & speaking notes due! |
| 13 | Monday November 16 | SPEECH DAY | Last day of Persuasive Speeches. | Formal outline & speaking notes due! <i>-Debrief points for speech 3 due on Moodle by today, 5 p.m.</i> |
| | Wednesday November 18 | <i>No class meeting! Dr. Martinez is at NCA but available to you via email.</i> Use this as a research and practice day in prep for speech 4! | | Mandatory visit to the Speaking Center at some point before your Speech 4 (I will get a notification via email from the tutor you visit with). |
| | Friday November 20 | <i>No class meeting! Dr. Martinez is at NCA but available to you via email.</i> Ceremonial Speaking *Small group assignment exploring and critiquing ceremonial speeches and key elements involved. | Ch. 16 | Small group assignment due by 4 p.m. on Moodle! <i>(Designate one group member to submit on behalf of the group)</i> |
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| 14 | Monday November 23 | Critiquing special occasion speeches | | Your Choice Persuasive Speech Topic Commitment is due today! |
| | Wednesday November 25 – Friday November 27 | Thanksgiving Break! <i>No classes</i> | | |
| 15 | Monday November 30 | SPEECH DAY | Your Choice Persuasive Speeches begin... | Formal outline & speaking notes due! |
| | Wednesday December 2 | SPEECH DAY | | Formal outline & speaking notes due! |
| | Friday December 4 | SPEECH DAY | | Formal outline & speaking notes due! |
| 16 | Monday December 7 | SPEECH DAY | | Formal outline & speaking notes due! |
| | Wednesday December 9 *December 10 = Reading Day | SPEECH DAY <i>Classes end today</i> | Last day of Your Choice Persuasive Speeches. | Formal outline & speaking notes due! <i>-Debrief points for speech 4 due on Moodle by today, 5 p.m.</i> |
| | December 11-17 = Final Exams | Final review is released on Moodle Dec. 11! | | Final review is due Dec. 17 by 5 p.m. on Moodle! |

☺ Now for some *words of wisdom* from your Davidson peers, the now-seasoned public speakers from 3 semesters' worth of former COM 101 classes:

- Practice your speech as much as possible and try to make your practice conditions as close to your future speech conditions as possible. For example, give your speech to an audience, use your visual aid when presenting, and try to practice your speech in the location where you will eventually give it.
- I would say to practice without your notes! This gives you preparation to be able to speak improvisationally in the case that you do forget what you are about to say, lose your place in your notes or lose your train of thought. It is always good to prepare for the unexpected.
- Practice! Even if you think you don't need it, practice until you could give the speech in your sleep, just be careful not to memorize it [:
- **MAKE YOURSELF USE THE SPEAKING CENTER!!!!**
- Practice your speech before performing it for the class – and do it at full volume. Often, I would practice it under my breath, which would always manage to get me through it about two minutes faster than full volume (I've no idea why) but this definitely messed up my ability to stay within a time limit.
- Start your speech early. The more time you have to pick, focus, and structure a topic, the better you will understand what you want to say and the better your speech will be.
- Give yourself enough time to prepare for each speech to practice and rework your speech and don't be afraid to go in to office hours.
- As tempting as it is to save making your speaking notes until the last minute, don't do it! If you write them at the same time that you make your presentation aid you can make sure that the two fit together well and add reminders to yourself about flipping slides or preparing to show a video.
- Start preparing early. Do not wait till the day before because it provides a much more stressful environment leading up to the speech and while presenting the speech. With enough preparation you will feel very comfortable and as a result give a much better speech!
- Focus your efforts on incorporating good transitions and a solid conclusion that leaves the audience with something to think about in your speeches.
- I would advise them to make sure to include everything they learn in their speeches, understand their audience, and to practice, practice, practice! This will help them become confident and effective speakers!
- Practice in front of the mirror! Often, you frown more than you think while speaking.
- Talk about a topic that you are extremely interested in. Basically, a topic that if you were to get lost during one of your presentations, you would be able to talk very easily without any notes to guide you.
- I would tell them to practice in front of a mirror, or better yet, a group of their peers because practice is arguably the most important step in giving a successful presentation. From practicing in front of peers you become more comfortable with your role as speaker, but also with the speech information. Extemporaneous speaking doesn't just "happen" or "fall together" once you complete the outline. The practice is what is going to make the presentation feel extemporaneous.
- Recite your speech many times before you give it – helps with confidence and being comfortable in front of an audience.
- Practice, practice, practice –you can be a great public speaker, but giving a set presentation with specific requirements for a grade is quite different than presenting to a group or class for a grade based on your information.
- Prepare your topic and research early because that is the hardest part. Let the research guide you, don't look for something that won't exist.
- **WRITE OUT YOUR OUTLINE MANY DAYS IN ADVANCE AND PRACTICE! PRACTICE!! PRACTICE!!!** Sometimes in front of your friends.
- Start thinking about your topic for all four speeches in advance, so that you know your topic and main points when the time comes to work on it and you won't have to scramble to think of a topic and main points.
- Practice your speeches. Practice by yourself, to a friend, or to the speaking center, practice can be the difference between a great speech and a poor one.
- I would recommend that students practice their speech in front of their friends. Practicing in front of an audience, even if it is just one person, has been very beneficial to me in preparing my speeches.

- Practice, practice, practice. The more you know about what you're going to say, the more you will be comfortable speaking about it. Do not underestimate the importance of rehearsing your speech over and over until you can effectively deliver it while practicing. Because when you get up in front of the class, you don't want added nerves to contribute to poor preparation.
- Think simply and write simply in your formal outline. It is easy to come up with lots of points to make but don't be afraid to cut out a lot. Too much will not only make your speech long but also lose your audience.
- Although it's great to speak to what you know, don't be afraid to speak about something you've just recently discovered. I really enjoyed framing my persuasive speech about divestment within the story that I was making the decision for myself.
- Be sure to prepare your speech ahead of time. Give the speech multiple times and time it each time so you know you will be ready.
- I would tell them to make sure that they get their outline format down. This can be some crucial points for them. Also to make sure that they cite sources how you want them to be cited. Lastly I would tell them to just practice their speech as many times as they can because it can only make them better.
- The book is your friend; consult the book early and often. And practice.
- Practice with your friends and prepare long before hand.
- Pay special attention to the other student speakers in class who draw you in and hold your attention— what do they do effectively or uniquely?
- Start preparing early! Give yourself plenty of time to practice.
- Start your speeches early and read every week if you want to do well in this class.
- Don't doubt your capabilities, be confident that what you say matters.
- Practice your speech repeatedly!
- Go to the speaking center often and ask tutors for help on outlines and practicing speeches!
- Pick topics that are important to you!
- Make sure to thoroughly edit your formal outline.
- Prepare as early as you can! The speaking center is your friend and will help you immensely.
- Learn the formal outline properly, it will affect your grade doing it wrong!
- Practice your speech more than once—you might think you have it down the first time you practice but it changes significantly when you have to deliver the speech to a group of people.
- Pay attention to your formal outlines—easy points can be lost from the simplest of mistakes.
- Don't think you're the only one who gets nervous or scared.
- Don't be afraid to ask Dr. Martinez or the speaking center about anything.
- Really do think about what kinds of “surprises” you should expect to come during your speech and be ready for them.
- Always go to the speaking center before you actually present one. The TAs there are super nice and helpful.
- Experiment with what type of speaking notes work for you, there is not one correct way to make speaking notes!
- Experiment with how you want time conveyed to you during your speech. You don't have to have the timer show you many times, or even any at all!
- Please go to the Speaking Center more than you are forced to. Also do more than you are asked, presenting your speech to them is one of the most beneficial things I had done in order to practice.
- Read the appropriate readings when assigned and before presenting the speeches dealing with those areas.
- Record yourself! You'll hear your dysfluencies.
- Go to the Speaking Center as much as you can. They are honest and helpful.
- The earlier you eliminate any dysfluencies, the better off you'll be in the semester.
- Practice your speech many times, even if it's in front of no one, it's better to hear it out loud.
- To always stay confident in yourself and your abilities.
- Practice delivery a lot!
- As soon as you have your speech topic selected, sit down and brainstorm, and make a list of what you need to do. If you get started on your research early, it can help inform how you organize your speech, and will make the rest of the process much easier.
- Don't feel nervous about going to the Speaking Center! They have been in your position at least once before, and letting down your guard with them can help you more than you might realize.

- If you are easily nervous from public speaking, practice you speech in different areas so you get comfortable with different environments (your dorm room, your floor lounge, the actual classroom).
 - Make sure you are knowledgeable about the information you are talking about so if you start to stray away from your speaking notes you are still able to explain something in a different wording. Also it will help with answering questions at the end of your speech!
 - Practice your speech in front of people! It works much better than practicing in front of a mirror!
 - Pick topics you're passionate about! it's so much easier to be fluid with a subject you want to talk about.
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