INFORMATIVE SPEECH OBJECTIVES

Speech Length: 5-7 minutes -- To be video taped

Objectives:

1. Develop an Informative speech topic.
2. Develop and Apply effective research and organizational skills in preparing a speech.
3. Analyze your Audience and adapt your message to your audience
4. Develop and Effectively use a Visual Aid to assist you in clarifying and supporting your ideas.
5. Practice delivery and presentation skills.
6. Inform, and teach your audience while creating understanding in your audience.

This speech is an informative presentation. Your goal is to inform and teach your audience about your topic. Focus on one type of informative speech: **OBJECTS, EVENTS, CONCEPTS, OR A PROCESS.** First and foremost -- **select a topic that is interesting to you.** It helps if you are knowledgeable on your topic, however, you can become knowledgeable on any topic through research. You want to also choose a topic that will be intellectually stimulating to your audience. **Always Consider your audience--every step of the way**. Use the Audience Centered Approach to public speaking. All Topics **MUST BE CLEARED WITH YOUR INSTRUCTOR AS SOON AS POSSIBLE!** I want to know ASAP what your topic is so that I can help you prepare. The sooner I know what your topic is the sooner I can help you. A good place to start is on the *Public Speakers' Web Site* on the *Speech Preparation Page.*

Gathering Information:

Hopefully, you will be knowledgeable on your topic already. However, part of your assignment is to find additional sources. You are "required" to have at least 4 sources. You are not an additional source. An interview (using your interview skills and a schedule) would be an excellent source and I encourage you to interview an outside source for your speech. There are many sources available in the Library and the Reference Librarians are waiting to help you find them. Include the sources that you will cite in your speech in your reference section. Please use complete citations. APA or MLA format is required for your citations. If you aren't familiar with these style of citations you can ask your local Librarian for clarification or your can find some excellent examples online.

Audience Analysis:

You will also gather information about your audience based on your topic. You will do this by putting together a questionnaire for each member of your audience. Chapter five in our Text will help in this area -- there is a good example of the types of topic specific questions you could ask on your own questionnaire. You will include in your questionnaire some demographic questions along with your topic specific questions. You will also include an opening and closing (very brief) on your questionnaire. For Example:

Opening: "My informative speech topic is _____ . Please respond to the following questions so that I can better adapt my speech to you and our class. Please turn this questionnaire back to [your name]."

Closing: "Thank you for your time. Your responses will be very helpful in the preparation of my speech."

You can find more information on analyzing your audience, and an example of an Audience Analysis Questionnaire on the *Analyzing Your Audience* web page on *The Public Speakers'* web site:

http://mauicc.hawaii.edu/staff/stjohn/publicspeakers/analyzeaud.html

Organizing and Outlining your Information:

You will outline the information that you want to present to your audience into an informative speaking preparation outline. This is a detailed preparation outline that we will discuss in class. Also available to you will be several outlining handouts including a sample outline, outlining guidelines, using connectives, a fill in the blank outline guide with all the labels and elements, and a checklist to help you prepare and organize your informative speech. **The final draft of the Informative Preparation outline is due on the due date in your schedule.** I strongly encourage you to start work on this process as soon as possible. I also encourage you to come by my office with a draft of your outline one month before the final is due so that I can give you feedback on your outline.

From your Preparation Outline you will develop a Speaking Outline. Your speaking outline is a "bare-bones" version of your preparation outline. You use the identical visual framework and same elements (Roman numerals, upper-case letters, Arabic numerals, and lower-case letters. You will not have as much detailed information on the speaking outline. You will use phrases, fragments and in some cases just one word. By the time you are ready to present your speech you will know your information so well that the speaking outline is just a guide to keep you on track. You will include visual cues in the speaking outline and the font will be at least 20 point. You will use ample space and create an easy to use speaking outline. This is the outline you will use to present from on speech day.

Visual Aids:
You will use a visual aid to assist you in clarifying and supporting your ideas during your presentation. A visual aid is used to clarify, support, and explain visually. It should not be the focal point of the presentation. Come up with the speech then think about the visual aid. We will talk about visual aids. There are many types of visuals to choose from: slides, graphs, charts, pictures (large enough), flip-charts, models, diagrams, PowerPoint, overheads, etc.... **DO NOT USE THE CHALKBOARD.**

Ten Tips for the use of visual aids (more information is available on the *Public Speakers' Page*:

1. Prepare visual aids in advance.
2. Use Dark ink, Broad tip pens, Large lettering.
3. Display where **ALL** can see.
4. Don't pass visuals among audience during speech
5. Explain visual aids clearly and concisely.
6. Make sure the visual aids are large enough.
7. Avoid distracting colors or pastel colors.
8. Keep them simple and clear Not cluttered.
9. Talk to the audience, not to the visual aid.
10. Practice several times aloud with your visual aid(s).

Informative Speech Materials to be turned in for points:
Audience analysis questionnaire is due _____ including one questionnaire for each classmate.
Final draft of preparation outline is due _____.
Speaking outline is due _____.
3 to 5 Peer evaluations will be done in class and given to the speaker. You must be present to evaluate your peers.
Self evaluation is due ASAP or no later than the scheduled due date after your speech. If you present your speech on the last day of speeches the self evaluations are due the following class day. **Late evaluations will not be accepted.**

Evaluations:
You will evaluate other speakers to help them improve, and to improve your own skills. Evaluation is an important part of this class. It is just as important to be in class when others are presenting as when you are presenting your speech. If you miss any day of presentations (yours or others) you will be penalized two fold -- you will loose points for the missed peer evaluation and points for attending presentations as class participation. **Please do not miss scheduled presentation days.**

You will also do a self evaluation of your own informative speech after viewing your videotape of your speech. This is your final opportunity in this class to write a clear, concise, comprehensive evaluation of your speech –make it count. The self evaluation of your videotaped informative speech is worth 40 points. It is a final summation of how you will take what you have learned from this class and apply it to your future personal and public speaking situations. Be very detailed in your typed responses to the following questions. I will **ONLY ACCEPT** a typed or emailed evaluation that is thorough, detailed, descriptive, comprehensive, clear, and concise and includes steps that you will take to improve for future speaking situations, and what you have learned in this class and how you have improved throughout the semester. Make sure that you include the question number with your response to the question on your typed/emailed evaluation.

1. **Identify and describe in detail at least four areas that you have improved in your informative speech from your other speaking opportunities (you have all improved in many more than four areas – identify at least four).**

2. **Describe how you have improved throughout the semester in this class, and if your improvement has helped you in other areas of life.**

3. **Describe, in detail, the areas you will improve your public speaking, AND EXACTLY HOW YOU WILL IMPROVE -- INCLUDE THE SPECIFIC STEPS YOU WILL TAKE TO IMPROVE your public speaking skills. Include a variety of steps you will take to improve in each area (To just "practice" is not a specific step – exactly how will you practice when faced with a speaking opportunity in the future? What steps will you take to prepare?).**

4. **Finally, I would like to know what you feel was the most valuable or helpful thing(s) and/or skill(s) that you learned from this class that will help you in future speaking situations or other areas of your life.**

Your Informative self-evaluations are due **NO LATER** than one class meeting after you present your informative speech. I will accept Email evaluations, however, you need to put your Name, Day and time of our class, and that it is an info self eval in the subject of the email (e.g., **Info Self Eval, Your Name, MW 10:30am**). I will only accept an email with these items in this order in the subject. I would prefer the evaluations on email and I will offer **5 Extra Points** if you include in your email a detailed response to the following question – **Extra Credit Question Via Email Only:**

> **Knowing what you know now what advice would you offer another student that will be taking this same course next semester?**

Using Connectives

INSTRUCTIONS
First, Read about each of the types of connectives listed below, **then** Place connectives in the appropriate places in your outlines.

Connectives are words or phrases that join the thoughts of a speech together and indicate the relationship between them. Connectives are essential to help the audience focus on main ideas without having them guess which ideas the speaker thinks are important. The audience is able to tune into what points the speaker has talked about and what point the speaker is presently talking about. When a speaker uses connectives properly the speech will flow smoothly and make complex ideas understandable. Each speech should contain the following four connectives: transitions, internal previews, internal summaries, and signposts.

TRANSITIONS:
Transitions are used to indicate movement from a completed thought to a new thought. Transitions indicate what idea is being left and what idea is coming up. The following examples indicate the use of this connective.

> ***In addition to*** being a problem nationwide, suicide is ***also*** a problem on our campus.
>
> ***So much for*** the problem; ***what about*** the solution?
>
> ***Now that you have seen*** what a serious problem illiteracy is, ***you may be asking yourself-***"How can I help?"
>
> ***Since we know*** a little more about what memory is, ***let us turn to*** the relationship between the human brain and the process of memory.

INTERNAL PREVIEWS:
Internal previews direct the audience to what areas will be covered next. Internal previews generally appear once the speaker has finished a transition and after a new main point. The speaker simply previews the subpoints which make up the point being addressed. The following examples show how internal previews key the audience into the areas to be discussed.

> We can help solve the problem by ***knowing how to identify the symptoms*** and ***knowing whom to contact for help***.
>
> ***Puzzles can be used for entertainment, as an indication of intelligence, and to help us develop better problem-solving techniques***.

INTERNAL SUMMARIES:
Internal summaries are the flip side of internal previews. Rather than indicating what subpoints are to follow in the speech, internal summaries remind the listeners what subpoints have been discussed. Internal summaries are excellent ways to reinforce and clarify ideas which are essential for the audience to remember. The following are examples of internal summaries.

> Therefore, anyone can help solve the problem by ***knowing how to identify the symptoms,*** and ***knowing whom to contact about helping them.***
>
> I hope I've made it clear that needed information is slipping right by us because ***the news doesn't arouse our attention***, ***it comes at us in unorganized segments, and the bits and pieces don't allow the development of a schemata***.

SIGNPOSTS:
Signposts are short statements which tell the audience where the speaker is in the speech. Often times signposts are numbers of words which suggest that what the speaker is about to say is important. The following are examples of signposts.

> Let's ***first*** take a look at the nature of the problem.
>
> The ***third*** warning sign is giving away one's possessions.
>
> And ***first,*** the ***most important thing*** to remember is child custody battle injure the children.
>
> ***To begin with,*** we must examine the engine of the car.

COMBINATION OF CONNECTIVES:
Connectives, when combined effectively, allow a speech to flow smoothly through each idea. The following is an example:

(**Internal Summary:** I hope I have made it clear that ***Kahiko*** is used as a system of passing on history and knowledge about the Gods, Goddesses, Kings and Queens. ***Kahiko*** can be easily identified by unsmiling faces, and stiff motions of the dancers.)

(**Transition**: Since we now know a little about ancient hula, let us turn to the modern hula.)

II. (Main Point 2) The second major form of hula in Hawaii is the modern hula or *'Auana*.

(**Internal Preview:** *'Auana* is used for entertainment, it narrates love stories, and is distinguishable from *kahiko.)*

SPEECH PREPARATION CHECKLIST

Before you turn your Speech Preparation Outline in please go over each item in this check list and make sure that you can say yes to each and every item on this list in regard to your topic, and your preparation outline. **I will not accept outlines that are not in agreement with the items included on this list.**

TOPIC SELECTION:

_____1. Have you selected a topic which your content is informative (not persuasive)?

_____2. Have you selected a topic in which you are interested?

_____3. Have you selected a topic that will be unique to the majority of your audience?

_____4. Have you narrowed the topic to fit the time requirements?

_____5. Have you considered the significance and relevance of your topic to your audience?

PURPOSE:

_____1. Have you narrowed your purpose to the specific understanding you want your audience to acquire by the end of your speech?

_____2. Make sure the specific purpose is concrete and clear–avoid figurative language and avoid being vague and too general.

_____3. Does your specific purpose state what you wish to accomplish (e.g., To inform my audience about the two major forms of hula.)?

_____4. Is your specific purpose one distinct thought or idea?

THESIS STATEMENT/CENTRAL IDEA:

_____1. Is your thesis statement (central idea) one complete sentence?

_____2. Is the wording of your thesis a clear and concise sentence summarizing your main points? **Note:** Your Thesis forecasts exactly what is going to be discussed.

PREPARATION OUTLINE CHECKLIST

ORGANIZATION:

_____1. Have you determined the best pattern of organization for the topic and purpose?

_____2. Is your thesis statement (central ideal) consistent with your preview, main points and summary? **Note:** It is extremely important to maintain this internal consistency.

_____3. Have you highlighted your main points by forecasting and summarizing them, by including transitions, and by repeating the main points in your connectives?

_____4. Have you limited your main points and illustrative materials to improve clarity and avoid information overkill? **Note:** Using three Main Points is usually best.

_____5. Have you used the standard outlining format (visual framework)? **Note:** Refer to ***Organizing The Outline,*** **and** ***Sample Hula Outline*** handouts.

_____6. Have you incorporated connectives (transitions, signposts, internal previews and internal summaries) within the outline? **Note:** Refer to ***Connectives*** handout.

_____7. Have you labeled all elements of the outline (e.g., Introduction, Body, Conclusion, Attention Getter, Relevancy Statement, Credibility, Reveal Topic, Preview, Summary, Memorable Close, Main Points, Sub-points, Internal Previews & Summaries, Transitions)?

INTRODUCTION:

_____1. Do you have a clear and effective attention getter?

_____2. Have you included a relevancy statement in your introduction creating relevancy between your topic and your audience?

_____3. Does your introduction have a short and concise credibility statement establishing your credibility to your audience?

_____4. Have you included a statement that reveals your topic to your audience?

_____5. Have you provided a clear preview of your main points using similar phrasing to your main points in the body of your speech?

BODY:

_____1. Are your main points complete sentences that define your thesis statement?

_____2. Are your main points clear, concise, and simple to understand?

_____3. Have you expressed your main points in parallel structure when possible?

_____4. Are all of your main points, ideas, and claims completely supported?

CONCLUSION:

_____1. Does your conclusion summarize the main points concisely and completely?

_____2. Is your final statement strong and memorable?

CONTENT:

_____1. Have you included ways to arouse audience interest in the information you present?

_____2. Have you selected information that will meet audience needs, reduce complexity and increase understanding?

_____3. Have you used personal experience, stories, analogies, and comparisons to increase audience interest in your information?

_____4. Does your content meet the time requirements (too much or too little information)?

LANGUAGE:

_____1. Have you employed your language skills in defining, describing and explaining?

_____2. Have you defined your ideas through comparisons, contrasts, synonyms, antonyms or operational definitions?

_____3. Have you used specific, concrete detail, vivid, and abstract language where it is appropriate?

_____4. Have you attempted to be as descriptive as possible by using precise, accurate and detailed descriptors?

REFERENCES:

_____1. Have you **ONLY Cited Sources** in your reference section thhat you will VERBALLY cite in your speech?

_____2. Have you completely cited all of your sources using MLA or APA format?

Organizing the Preparation Outline

I. Start with Main Points
- A. Look at the research and try to find a way to organize your main points (chronological, spatial, topical, problem-solution, cause-effect).
- B. You should have at least two and no more than four main points.
- C. Try to keep the wording as similar as possible in all the main points, and state them in full sentences (not in fragments). Also, devote an appropriate amount of time to each one.

II. Next, Make Components of the Main Points with Subpoints
- A. Look at the research that fits under each main point and come up with key ideas that belong to these main points. These will be your sub points. You need at least two sub points for each main point.
- B. Subpoints can be in complete sentences or fragments.

III. Support Your Subpoints with Sub-Subpoints (your facts and examples)
- A. You must have at least four sources, that will be cited on your Reference section at the end of your outline. These sources will help provide you with your sub-subpoints.
- B. Make sure in the body of your speech you tell us where your information came from, and/or who said it, in other words, CITE YOUR SOURCES IN YOUR SPEECH.
- C. Sources could be books, book chapters, magazine/newspaper articles, interviews with expert or knowledgeable individuals, www sites, or any other viable Internet sources or electronic media.
- D. Examples you use for supporting your main points--can be personal experiences.

IV. Use Connectives Throughout Your Speech (refer to the back of this sheet for information on Connectives)
- A. Know what transitions, internal previews, internal summaries, and signposts are, and when to use them (see your Connectives Handout on the reverse side)!
- B. Label and include all connectives in your preparation outline.

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SPECIFIC GUIDELINES FOR AN INFORMATIVE SPEECH PREPARATION OUTLINE:

MAKE CERTAIN THAT YOU LABEL EVERYTHING! (All of the labels are in parentheses--include all labels)

Title/Topic

Specific Purpose: This is what your main points must support or prove. Tell me in one sentence what the purpose of your speech is.

Central Idea/Thesis Statement: Summarize your speech/outline in one sentence. Should clearly sum up all of your main points.

INTRODUCTION

I. (Attention Getter) This could be a story or anything you know will GRAB your audience's attention.

II. (Credibility Statement) Answer the question "Why should we listen to YOU?" Give some type of factual information or some reference that will show that you know what you are talking about. This could be the fact that you had a class on the topic, or that you have done a lot of research, or that you have first hand experience with your topic, or you are an expert, etc.

III. (Relevancy Statement) Tell your audience how your topic is relevant to them.

IV. (Preview) Briefly reveal your topic and state what your main points will be. Be sure to use connectives (see your Connectives Handout)!!

TRANSITION: A Transition is used to transition smoothly from your Introduction into the body of your speech (Include in your transitional statement exactly what you will say in your speech)

BODY

I. (MAIN POINT 1) Your first main point goes here-it MUST be one complete sentence.

INTERNAL PREVIEW: of Subpoints (A, B, AND C) Go HERE (Include the exact wording of your internal preview)

- A. (SUBPOINT) You should have at least two subpoints under each main point. This could be one complete sentence. You cannot have an A without a B.
  - 1. (SUB-SUBPOINT) This is where the specific examples from your research goes. Use quotes or summaries. Be sure to cite your sources. If you have a 1 you must have a 2.
    - a. (Sub-sub-subpoint) Further examples and information to support your subpoint.
    - b. If you have an 'a.' you need a 'b.'
  - 2. SUB-SUBPOINT More of the above.
- B. SUBPOINT
  - 1. SUB-SUBPOINT
  - 2. SUB-SUBPOINT
- C. SUBPOINT (optional)
  - 1. SUB-SUBPOINT
  - 2. SUB-SUBPOINT

INTERNAL SUMMARY OF: A, B, AND C GOES HERE (Include the exact wording of your internal summary)

TRANSITION: A transition is used to transition smoothly from the 1st Main Point to the 2nd Main Point. (Include the exact wording of your transition)

II. Your second MAIN POINT goes here. Follow the same format that you used for the first main point.

III. Your third MAIN POINT goes here. (The number of main points are optional, however, three main points seems to be the number easiest to manage as a speaker, and the easiest to remember for your audience.)

TRANSITION: A Transition is used to transition smoothly from the body of your speech into the conclusion. (Include in your transitional statement your exact wording)

CONCLUSION

I. (Summary Statement) Summarize your main points. Be specific and concise.

II. (Memorable Closing Statement) Leave your audience with something to think about. A memorable close that refers back to the attention getter creates psychological unity for your audience.

REFERENCES

Your sources. Include in your outline complete citations (using APA or MLA format) of the sources you used. Include interviews and EVERY SOURCE of information you used to prepare your speech That you WILL Cite in your speech.

Refer to the "Outline Check Sheet Handout" to help check for any errors.

The Following student's outline is a sample outline that you may use as a guide as you prepare your **preparation outline**. You will want to include all the labels that you see in this outline. All elements are in bold here–you could bold them in your outline, but you don't need to. The Visual Framework here is exactly what I will be looking for in your outlines. The Visual Framework is the use of Roman numerals, Letters (both upper and lower case) and Arabic numerals along with clean indentation and the use of all labels for all elements. This outline has only two Main Points (to save space). I would suggest you use three Main Points as a benchmark. Three main points is the best. Two is okay but four and five main points become too cumbersome for the speaker and less memorable for the audience. As a speaker and an audience member we remember three main points best.

Abreviations: **(MP 1)= Main Point 1** **(SP 1)= Subpoint 1**

The following is the exact format and Visual Framework
you will want to use for your Preparation Outline of a speech to inform.

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GENERAL PURPOSE: To Inform

SPECIFIC PURPOSE: To inform my audience about the two major forms of hula.

THESIS / Central Idea: The two major forms of hula, Kahiko and 'Auana, have played an important role in Hawaiian history, and each have distinguishable characteristics that make them easily identifiable when performed.

****

Introduction

I. (**Attention Getter**) A Hawaiian Chant E Ila no Kawika o ka heke ao vapua. Ea ea. Ea ea.

II. (**Relevancy Statement**) Living In Hawaii you are bound to see hula performances. The performers could be strangers, your classmates, or even your friends. If you have already seen a hula performance you will be able to recognize if you saw ancient, modern or both hulas after this speech. If you haven't yet seen a performance, you will learn how to distinguish between the two forms.

III. (**Credibility Statement**) I first started dancing hula at the age of seven. I have participated In recitals, the Keiki Hula competition, and school functions until the age of eleven. At the age of 14, I started dancing professionally in a Luau show.

IV. ***(*Reveal Topic*)*** Today I will tell you about the history of the two major forms of hula and help you identify distinguishable characteristics of each.

V. (**Preview**) The two major forms of hula are:

A. the ancient hula or Kahiko.

B. the modern hula or 'Auana

(**Transition:** Let's start with the ancient hula.)

Body

I. (MP 1) The ancient hula or Kahiko is a unique form of hula and plays an important role in the history of Hawaii.

(**Internal Preview:** Ancient hula is part of Hawaiian history, is used for telling legends, and is recognizable.)

A. **(SP 1)** In an interview with Kuulei Punua, at her hula studio of forty years, she said that "For the Hawaiians, hula was their means of history before having a written language."

1. Generation after generation the history of the Hawaiian people were passed on by hulas and the chants accompanying them.

2. Still today kahiko can be translated into some Hawaiian history.

B. **(SP 2)** Using the hands, the ancient hula usually told the stories of Hawaiian legends which were of the Hawaiian Gods and Goddesses. When it wasn't about legends, It was in honor of the Kings and Queens of Hawaii.

1. Noted Hawaiian Historians, Kelly and Pukui In their Anthropological Record "Hula: Historical Perspectives" recorded that Such legends as those portrayed in the ancient hula were long adventurous journeys.

a. consisting of the beauties and forces of nature such as changes in weather and landscape

b. the mow of the characters

c. themes of life and death

d. simple acts

2. A single dance would capture one aspect of the legend.

a. For example, one dance would be about a storm that one character had gone through while on this Journey.

b. Or a dance could be about the anger the characters faced at one point of this Journey.

C. **(SP 3)** Akako Kaeppler author of *"Hula Pahu: Hawaiian Drum Dances"* contends that Kahiko can be easily recognized by its distinct characteristics:

1. First. performers wear serious, unsmiling faces.

a. It Is disrespectful to smile.

b. Dancers refrain from displaying emotions

2. They dance to chants and the rhythm is emphasized with a drum.

   a. Their motions are stern

   b. Precise but not jerky.

3. The color of their costume usually represents the God, Goddess or Royalty **they** are dancing about.

   a. For example. red usually represents the famous Goddess of Fire, Pele.

   b. Purple is sometimes used to represent royalty.

(**Internal Summary:** ***Kahiko*** was used as a system of passing on history and knowledge about the Gods, Goddess. Kings and Queens. Ancient hula can be easily identified by unsmiling faces.)

(**Transition**: Since we know a little about ancient hula, let us now turn to modern hula.)

II. (MP 2) The modern hula or 'Auana has been around since the missionaries arrived and has developed into a unique form of dance.

(**Internal Preview:** 'Auana is used for entertainment, it narrates love stories, and Is distinguishable from *kahiko.)*

A. **(SP 1)** Keko Makaha, a local Hula authority, states in his book "*The Hawaiian Hula*" that Since the 1820's, 'Auana was aimed more toward entertainment.

   1. The sailors and merchants recruited native dancers when they ported in Hawaii.

   2. They failed to understand the simple interpretive movements of the dancers and understood it to be purposely attractive and stimulating.

   3. The visitors focused on mime rather than the spoken words.

B. **(SP 2)** The modern hula is another way of telling a story using the hands. Most 'Auana songs were stories of lovers or about the love and beauty of nature.

   1. Performers danced to songs sung in Hawaiian or in English.

   2. These songs were accompanied by music played by the *ukulele A* Portuguese adopted instrument. It can be described as a miniature guitar.

C. **(SP 3)** 'Auana can be distinguished from Kahiko by its distinct characteristics.

   1. The facial expressions are of joyous, devoted character.

      a. Smiling is one of the most recognizable features.

      b. Conveyance of emotions through facial expressions

   2. The hand motions are smooth and elegant balanced with gracefully swaying hips.

   3. The highlight of a dance was the visual quality of all the movements flowing together.

(**Internal Summary:** I hope I have made it clear that now 'Auana Is mainly used for entertainment, telling stories of lovers and of fondness to nature. 'Auana can be easily noticed by gracefulness and smiling faces.)

(**Transition:** Now **we know how to identify the two Major Forms** of hula.)

Conclusion

I. (**Summary Statement**) Hula is a term used for referring to Hawai'i's folk dances. The two major forms are the ancient hula or Kahiko and the modern hula or 'Auana. Kahiko is now danced mainly as an art form or as evidence of ethnic identity while 'Auana is a folk tradition danced for entertainment. They have both played an important role in the history of Hawai'i.

II. (**Memorable Closing Statement**) The next time you are watching a hula performance see if you can identify which form it is -- Kahiko or 'Auana.
(Chant) - E Ila no Kawika o ka heke ao vapua. Ea ea. Ea ea.

REFERENCES

Barrere, D. B., Pukui. M. K., Kelly, M. (1990). Hula: Historical Perspectives (Bishop Museum: Pacific Anthropological Records #30). Honolulu, HI: Bishop Museum Press.

Kaeppler, A. L. (1993) Hula Pahu: Hawaiian Drum Dances (V. 1). Honolulu, HI: Bishop Museum Press.

Makaha, K. (1976). The Hawaiian Hula Honolulu, HI: W.W. Distributors Ltd..

Punua, M. A. Kuulei (Kumu Hula) Hula instructor for fourty years. Personal Interview at her studio on September 28, 1996.

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Use complete citations in APA or MLA format. Include in your reference section the sources that you will cite during your speech. **You must** cite all sources in your speech that you cite in you reference section. When you cite a source in your speech it should be done seamlessly so as to not draw attention to the citation but to strengthen and support your information.

After completing the preparation outline you will convert your preparation outline into a speaking outline that you will use during your presentation as you deliver your speech. You will use the same exact visual frame work as the preparation outline. You will decrease the information and enlarge the font to make the speaking outline easy to use while you are presenting your speech.

Specific Purpose: _____

_____

Central Idea: _____

_____

_____

INTRODUCTION

I. (Attention Getter) _____

_____

II. (Reveal your topic) _____

_____

III. (Establish Credibility) _____

_____

IV. (Relevancy Statement)_____

_____

V. (Preview of Main Points)_____

_____

_____

(**TRANSITION:** _____)

BODY

I. (First Main Point –A Complete sentence)_____

_____

(Internal Preview of SPs) _____

_____

A. (Subpoint-supports the main point)_____

1. (S-SP) _____

a. (SSSP)_____

b. (SSSP)_____

2. (S-SP) _____

3. (S-SP) _____

B. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

C. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

(Internal Summary of SPs) _____

_____

(**TRANSITION:** _____)

II. (Second Main Point–A Complete sentence) _____

_____

(Internal Preview of SPs)_____

_____

A. (Subpoint) _____

1. (S-SP) _____

a. (SSSP)_____

b. (SSSP)_____

2. (S-SP) _____

B. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

C. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

(Internal Summary of SPs)_____

_____

(**TRANSITION:** _____)

III. (Third Main Point–A Complete sentence) _____

_____

(Internal Preview of SPs) _____

_____

A. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

B. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

C. (Subpoint) _____

1. (S-SP) _____

2. (S-SP) _____

(Internal Summary of SPs) _____

_____

(**TRANSITION:** _____)

CONCLUSION

I. (Summary of Main points) _____

_____

_____

_____

II. (Memorable Close/Clincher--Tie this back to Intro)_____

_____

_____

References

Use **Complete Citations** to cite sources. Please use APA or MLA format. You can find Style Manuals online and in the Library. Only cite sources in you reference section that you will verbally cite and/or call reference to during your speech. If you have any questions about how to cite electronic sources you can also find information for how to cite electronic sources online or at the Library. Be specific and complete with all citations. Interviews and surveys can be difficult to cite. Include person's name and title for an interview or number of people (50 students) for a survey, also include when, and where the interview /survey was conducted.

The Bad Speech & The Greatest Speaker of All Time Speech

These speeches are both **2 Minutes Exactly**, and the days you will present them are on your schedule.

The "Bad Speech:"

The "Bad Speech" will be a speech based on many areas in which you want to improve as a speaker. This is the comically bad speech. You will exaggerate all of the areas in which you want to improve. If you use verbal pauses (uh's & Um's) then use these to an extreme. If your heart races then try to make it race even more–put it through the roof. If your face turns red when you are speaking then make it turn beat red. If you talk too fast when you present then talk even faster. If you have trouble maintaining eye contact then force yourself to not look up the entire speech. If you tremble during your speech then try to tremble for the entire speech. Use self deprecating humor here if you want (you don't have to). Create a speech that is so horrible it is funny. Don't make up things that you don't do--Use your "trouble areas" that you want to improve.

This is not an impromptu speech. This speech will take some preparation. I will look for creativeness, and your ability to deliver your message to your audience no matter how "bad" it may be. The key is to have fun.

Paradoxical Intention:

Someone who is frightened of speaking in public may develop symptoms of anxiety such as blushing and perspiration increases—then you become embarrassed by your red, wet skin; obsessive thoughts increase when you try to suppress them; fears get worse if you desperately avoid the scary situation; stuttering increases when you become self-conscious about the speech problem; you make more mistakes when you worry about making them. Paradoxical Intention contends that the harder you try to suppress the symptoms of anxiety the more stressful the situation becomes. Therefore, Paradoxical intention is used to help individuals not avoid displaying their symptoms, but rather try to produce them, even exaggerate them. They find, paradoxically, that the harder they try to produce the symptoms of anxiety the less they succeed in demonstrating them. The self detachment found in humor is the dynamic that can break the vicious cycle of fear and symptom. For this reason, paradoxical intention sessions are conducted in a light hearted manner. So have fun and make fun of yourself.

You will first isolate any symptoms that you fear and work at appropriate self talk. Instead of conventional positive self-talk, which would be along the lines of "I'm going to stay calm -- take deep breaths – I can do it – I'm doing well," you will motivate yourself along the lines of: "I'm going to feel really nervous – I can make my heart pound faster if I try – I can make my palms sweat more if I try – I want to feel really terrified."

Have fun with this speech. When we make fun of some of our fears it allows us to realize how irrational some of them are. I am not suggesting for a moment that speaking in front of a group is not an anxiety producing situation–it can be–I don't deny this for a minute, however, I know that we create many of our fears and by laughing at them and forcing ourselves to try and experience the symptoms of our fears we can begin to deal with the fear and most importantly the symptoms.

The Greatest Speaker of All Time: The Vision

You will present a speech that is a vision of the speaker you want to become—only you will speak as if you already are that speaker (the world's greatest speaker). You will tell us how charismatic, powerful, sincere, and interesting you are as a speaker. You will tell us of your most recent speaking engagements. You will tell us about the Audiences' responses at these unbelievable speaking engagements. Make these the most perfect speaking situations you can think of. Tell us of your next speaking engagement. There is no limit here—Push the envelope, take out all the stops and create the best speaker of all time—you.

This is not an impromptu speech. This speech will take some preparation. I will look for creativeness, and your ability to deliver your message to your audience. The key is to have fun and **create a vision** of the speaker that you want to become–don't limit yourself.

The Vision:

Create a vision of the speaker that you want to be then live into that picture as if it is already true. Make up untruths about yourself that make you sound like the greatest speaker of all time. Without a picture of your highest self you can't live into that self. So, don't limit yourself–you can create the vision of the speaker that you want to become and you can live into that vision. Be specific, use your imagination, be creative, be confident, and **HAVE FUN!!**

THE "BAD" SPEECH SELF-EVALUATION

Speaker's Name:_____ TIME:_____ TOTAL POINTS _____
(10pts)

Good, Excellent = 1 point **Fair, Average = .5 point** **Needs Work = .25 point.**

Comment on all evaluation criteria. You will grade your own speech from the video. So please include comments that will help you improve. You are grading your own work, however, you need to include comments in order to get credit for the speech. Put your total score in the upper right corner.

I. Introduction

_____ A. Attention Getter of Not

_____ B. Purpose Statement or Not

_____ C. Preview–maybe

TRANSITION:

II. Body

_____A. Areas of Improvement easily identifiable

_____B. Content was appropriate or inappropriate for delivery

_____C. Organization or disorganization

TRANSITION:

III. Conclusion

_____A. Summary or not

_____B. Memorable Close or less than memorable

IV. DELIVERY:

_____A. Connection with Audience or Not

1. Eye Contact or lack of

2. Rapport w/ Audience or alienation of audience

_____B. Nonverbal Communication

1. Purposeful Movement or uncontrollable movement

2. Effective Gestures or flailing distracting arms

3. Vocalics–monotonous voice

How did the you make it difficult for your audience to listen to you? Comment on aspects of your delivery. Give examples.
COMMENTS:

THE "GOOD" SPEECH EVALUATION & VIDEO EVAL QUESTIONS

Speaker's Name:_____ TIME:_____ TOTAL POINTS _____

(20 points)

Excellent = 2 points **Fair, Average = 1.5 points** **Needs Work = 1 point.**

You will grade your own speech from the video. Comment on all evaluation criteria, and include comments that will help you improve.

I. Introduction

_____A. Attention Getter

_____B. Preview

TRANSITION:

II. Body

_____ A. Content is consistent with delivery style

_____ B. Creatively allowed us to envision you as The Greatest Speaker

TRANSITION:

III. Conclusion

_____A. Summary

_____B. Memorable Close

DELIVERY:

_____ Eye Contact / Use of outline or manuscript

_____ Purposeful Movement / Effective Gestures

_____ Vocalics–Use of voice

_____ Rapport w/ Audience – natural connection

VIDEO SELF-EVALUATION: "GOOD SPEECH"- 20 Points

This evaluation sheet is to be used for notes while viewing your speech. You will type the responses to each of the following questions. Be detailed, concise, and specific in you self-evaluations. You will also include specific, concise, and comprehensive suggestions for improvement in your next speech. You will develop a specific plan of action and steps that you will take to improve. Then you will turn in your typed responses from this video self-evaluation with this sheet and your graded **"GOOD" Speech Evaluation**. You will grade this speech after you watch it on video. Make sure you add up your points for the upper right corner.

1. Describe your voice, gestures, and bodily action. What message(s) did they seem to communicate?

2. Did your use of voice, gestures, and bodily action enhance the message of your speech? What will you do to reinforce or change your use of your voice, gestures, and bodily action to enhance and further reinforce the message of your next public speaking opportunity?

3. Did you seem to establish a dialogue with your audience? Why or Why not? Give examples to support your answers.

4. Describe, in detail, what you have learned from this speaking opportunity, and how you will use this information in future opportunities.

5. Describe, in detail, what specific areas you will improve by your next speech and exactly what steps you will take to improve for your next speech and begin your journey to becoming the speaker you spoke like or about. Once you have created a vision—a plan of action will allow you to walk into that vision. Build the Plan and the improvement will come. Include every step you can think of to improve by your next speech.

TEAM PROJECT OBJECTIVES & INSTRUCTIONS

Objectives:

1. Develop, practice, and improve your group communication skills.
2. Apply effective research and organizational skills in preparing information.
3. Create understanding in your audience.
4. Develop an effective means of disseminating your information to your audience.
5. Learn how to successfully develop a web page, and/or a PowerPoint and/or video presentation.
6. Motivate your audience to take action in response to your message.

Purpose:

The general purpose is to convince or move your audience to action, you must select a topic/issue and develop a specific purpose that your group feels strongly about – one that you feel passionate about. You cannot convince others if you are passive or apathetic toward a topic, issue, subject or purpose. You can convince others if you are committed and passionate about your topic. You can bring about change if you knowledgeable and have experience with the topic. You can gather a great deal of knowledge as a group. Once your group has selected and developed a topic you feel strongly about, you need to conduct an audience survey and an analysis to discover the audience's predisposition (attitude) toward your topic and their knowledge of the topic. There are five general pre dispositions to a topic that your audience might hold:

1. **Favorable but not aroused to act.**
2. **Apathetic toward the situation.**
3. **Interested but undecided what to do or think about it.**
4. **Interested but hostile to the proposed attitude, belief, or action.**
5. **Hostile to any change from present state of affairs.**

For your Team Project you will select a topic/issue that will require some sort of change on the part of your audience. To convince your audience to use the computers on campus does not (most likely) involve change; however, to convince them to report problems they have with computers anywhere on campus to computer services could potentially involve a change in attitude and/or action. If you do a thorough audience analysis about your topic, then you can avoid an embarrassment such as trying to convince your audience not to smoke cigarettes near the doors of buildings on campus when no one in your audience smokes. Your survey of the audience's attitude toward, and knowledge of your topic will be essential in shaping a message that seeks change. Your message must deal directly with your audience's predisposition toward your topic and must seek a change and some type of action from them.

Essential Characteristics of Persuasive Messages:

The essential characteristics of persuasive messages are the qualities or standards you should strive to achieve in the preparation and presentation of your persuasive message:

1. **Logical and emotional appeals adapted to the audience.**
2. **Change by degrees.**
3. **Credibility and sincerity.**
4. **Ethical arguments and motives.**

Gathering Information:
Hopefully, you will already be somewhat knowledgeable on the topic your group chooses. However, part of your assignment is to gather information find additional sources. Each group member is "required" to have at least 2 sources that you will cite in your outline. An article will be considered one source. An interview (using your interview skills and an interview schedule) or a survey / questionnaire (not the audience analysis questionnaire) will be another source. Include your sources in your reference section of your outline with each group members name by his or her sources. Cite all of your sources completely using MLA or APA format.

Audience Analysis:
You will first decide who your target audience is for your message, then your group will gather information about your target audience.

Organizing the Information your Group has gathered:
You will put together an outline of the information your group gathers. Once you have outlined your project you will decide in what medium you will present your message.

Presentation of your Team Project Message:
You can present your message in a **Web Site, a PowerPoint Presentation, or a video presentation (commercial, PSA, or the like)**. The sooner you let me know how you will present your message the sooner I can begin to help. If you are going to present your information in a web site you will put together a flow chart with all the pages. If you are going to do a PowerPoint Presentation you can create a more detailed outline that can be easily transferred to a PowerPoint Presentation. If you are going to do a video presentation you will want to put together a story-board based on the outline and your ideas. If you will be using a Web Site to present your message I can help you put your site on the MCC Server. If you are going to put together a PowerPoint Presentation I will help you make the Presentation available on the New TV Bulletin System that should be available on campus soon. If you plan on presenting your message in video format it may be possible that you can air your message on Channel 12. There are many ways you can get your message out. The sooner I know what you want to do the sooner I can begin to help.

Peer Evaluation:
You will evaluate your own group members and their participation and contributions to the group. If a group member is not participating and/or not contributing to the group you can first encourage participation, then consult with me. Your next step will be to let the tribal council speak. You group can vote non participating group members out of your group – just like on *Survivor*. Evaluation is an important part of this class. We are a TEAM and we can help each other improve. With all evaluations in this class (self & peer) it will be important to be thorough, concise, detailed, and always include strengths, areas where improvements are needed, and specific suggestions as to exactly how improvement will be made.

Materials To Be Turned In:
You will be individually responsible for your article(s), your Interview Schedule(s) and field notes, and your evaluations of group members. Your Group will be responsible for the overall project presentation in the Medium that you choose. If you do a web site I will need a disk with the web site or the URL (address) of the site. If you are doing a PowerPoint Presentation I will need a copy of the presentation. If you are doing a video presentation I will need a copy of the video tape. The Due Dates for the Materials are on your schedule.