

# Public Speaking

Name \_\_\_\_\_ Date \_\_\_\_\_

## PURPOSE

Gain the skill to communicate effectively  
in public settings.

HOW TO DO THIS COURSE: Do the steps in order. Initial and date each when done. Where there are two sign-off lines, get the step checked and initialed on the second line by another student or, if stated, by the academic supervisor. All written work is turned in to the supervisor.

ESTIMATED TIME: 50 hours.

BOOK:

*Public Speaking*, Heron Books

NOTES:

1. This course is designed to be done with a study partner.
2. You will be expected to video every one of your talks. It is not required that you watch every video, but they should always be available for use when needed. To do this, you need access to a video recording device with storage capacity, such as a smart phone.

## A. ESTABLISHING THE FLIGHT PLAN

1. READ: *Public Speaking*, Chapter 1 Public Speaking Introduction. \_\_\_\_\_
2. PRACTICAL APPLICATION:
  - a) Go over the point about study partner teamwork with your partner. Establish a pact between the two of you on resolving any problems quickly and coaching each other effectively. \_\_\_\_
  - b) Make a list of topics you are most familiar with. Also, gather together where you can easily find them any research projects or major essays you have written which might be useful for speeches. Then look over the course and see where some of these might fit. You will see spaces for noting down possible topics. Fill them in as you like. \_\_\_\_

- c) Work out with your study partner (and academic supervisor as needed) how you will video all your speeches and store them for easy reference. As part of this, make a practice video of you and your study partner each giving a talk to work out any bugs. \_\_\_\_

## B. STARTING THE ENGINE

### 1. PRACTICAL APPLICATION:

- a) Prepare a short talk (two to three minutes) on the subject of public speaking in which you offer advice, tips, suggestions or guidelines on how to effectively communicate in a public setting. \_\_\_\_
- b) Deliver the talk to your study partner. (You will refer to this video at the end of the course.) \_\_\_\_

## C. GETTING OFF THE GROUND

### 1. READ: Chapter 2 What You Already Know About Public Speaking. \_\_\_\_

### 2. PRACTICAL APPLICATION:

- a) Starting with the categories and lists begun in the chapter and expanding on the third category, create your own list of important components to successful public speaking. You may modify or add to anything given in the chapter. (Collaborate with your study partner on this if you wish.) \_\_\_\_
- b) From this, create a “successful talk checklist,” which you can use as you go forward on the course. You can make this checklist as short or long as you wish. (You will be modifying it as you learn new things from studying and giving speeches.) \_\_\_\_

### 3. PRACTICAL APPLICATION:

- a) Using your successful talk checklist, create a short talk of two to three minutes and deliver it to your study partner. (Note that this talk will also be used for the following step, which consists of giving the talk at least four more times.) \_\_\_\_
- (Possible topic: \_\_\_\_\_)

- b) After you give the talk, look over each point of the checklist with your study partner and discuss how you did on each point. Isolate any points you and your study partner agree could be improved. \_\_\_\_
  - c) Correct these points and give the talk again. Repeat until you are satisfied with the quality of your talk. \_\_\_\_
4. PRACTICAL APPLICATION: This is to get you actually doing public speaking, using the talk you just prepared and improved upon.
- a) Give the talk to another person with your study partner observing you. Have the person sit, while you stand at an appropriate distance. Afterward, go over the talk with your study partner, focusing on the good points. If needed, repeat this step until you feel ready to go on. \_\_\_\_
  - b) Give the talk to two new people with your study partner observing you. Have them sit while you stand at an appropriate distance. Afterward, go over the talk with your study partner, focusing on the good points. If needed, repeat this step until you feel ready to go on. \_\_\_\_
  - c) Give the talk to five new people with your study partner observing you. Have them sit while you stand at an appropriate distance. Afterward, go over the talk with your study partner, focusing on the good points. If needed, repeat this step until you feel ready to go on. \_\_\_\_
  - d) Finally, give the same talk to eight new people with your study partner observing you. Have them sit while you stand at an appropriate distance. Afterward, go over the talk with your study partner, focusing on the good points. If needed, repeat this step until you feel confident in your ability to give a talk of two to three minutes to a group of eight people. \_\_\_\_

## D. TAKING FLIGHT

1. READ: Chapter 3 Types of Speeches. \_\_\_\_
2. PRACTICAL APPLICATION: Prepare and deliver a two-to-five minute informative speech to a group of four or more people, not counting your study partner. Afterward, review your talk with your study partner, comparing it with your evolving successful talk checklist.  
(Possible topic: \_\_\_\_\_)

3. PRACTICAL APPLICATION: Prepare and deliver a two-to-five minute persuasive speech to a group of four or more people, not counting your study partner. Afterward, review your talk with your study partner, comparing it with your evolving successful talk checklist.

(Possible topic: \_\_\_\_\_)

\_\_\_\_\_

4. PRACTICAL APPLICATION: Prepare and deliver a one-to-three minute special occasion speech to a group of four or more people, not counting your study partner. This will probably involve doing a bit of research on the type of speech for the chosen special occasion. (Possibilities include: best man or maid of honor speech at a wedding reception; award acceptance or graduation speech; impromptu speech on “why you should hire me” for a job interview.) Afterward, review your talk with your study partner, comparing it with your evolving successful talk checklist.

\_\_\_\_\_

5. PRACTICAL APPLICATION: Prepare and deliver a two-to-five minute speech that combines two or more types of speeches to a group of four or more people, not counting your study partner. Afterward, review your talk with your study partner, comparing it with your evolving successful talk checklist. **Supervisor pass.**

(Possible topic: \_\_\_\_\_)

\_\_\_\_\_

6. READ: Chapter 4 Speech Writing Basics.

\_\_\_\_\_

7. PRACTICAL APPLICATION:

- a) Find an essay you have written of 250 words or more, one that you think has good potential for being a strong talk. Apply the points offered in chapter 4 to the essay until you feel you have turned it into a strong talk. \_\_\_\_
- b) If you wish, go over it with your study partner for feedback before finalizing it. Then rehearse it, making any final adjustments. \_\_\_\_
- c) Deliver it to an audience of four or more people, not counting your study partner. Afterward, review your talk with your study partner, comparing it with your evolving successful talk checklist. \_\_\_\_

\_\_\_\_\_

8. DEMONSTRATION: Take the original essay you used to create your last talk. Read the essay aloud, as if it were a speech, to your study

partner. Discuss the differences between the essay read as if it were a speech and the talk you delivered in the previous step.

\_\_\_\_\_

9. READ: Chapter 5 Speech Delivery Basics.

\_\_\_\_\_

10. DEMONSTRATION: Tell your study partner several things that could be considered bad manners in public speaking, noting in each case how or why it would inhibit smooth interaction between speaker and audience.

\_\_\_\_\_

11. DEMONSTRATION: With your study partner, review the five types of aids discussed in chapter 5, noting which ones you have already used so far on this course and which ones you haven't.

\_\_\_\_\_

12. DRILL: Prepare a two-to-five minute speech of any type (or use one prepared earlier) and deliver it to your study partner using notecards until you feel comfortable using this public speaking aid.

\_\_\_\_\_

13. DRILL: Prepare a two-to-five minute speech of any type (or use one prepared earlier) and deliver it to your study partner using presentation software until you feel comfortable using this public speaking aid.

\_\_\_\_\_

14. PRACTICAL APPLICATION:

a) Using one of the above speeches and the presentation aid or aids of your choice, practice your talk until you feel you're fully ready to deliver it to an audience. \_\_\_\_

b) Deliver your two-to-five minute speech to an audience of four or more people, not counting your study partner. \_\_\_\_

c) Afterward, review your talk with your study partner, comparing it with your evolving successful talk checklist. \_\_\_\_

\_\_\_\_\_

## E. LIFT-OFFS, LANDINGS AND COMMON PRECAUTIONS

1. READ: Chapter 6 Opening and Closing a Speech.

\_\_\_\_\_

2. PRACTICAL APPLICATION: Choose five talks you have done so far on this course for which you think a modified opening would improve the talk. Tell your study partner roughly what you would do with each of the openings. (You don't need to fully develop the modified openings.)

\_\_\_\_\_

3. PRACTICAL APPLICATION: Choose five talks you have done so far on this course for which you think a modified closing would improve the talk. Tell your study partner roughly what you would do with each of the closings. (You don't need to fully develop the modified closings.) \_\_\_\_\_

4. PRACTICAL APPLICATION:

a) Choose one talk you have done so far on this course (it could be one of the ones you just looked over or a different one) and fully develop a modified opening and a modified closing that improve the effectiveness of the talk. \_\_\_\_

b) Practice the talk as much as you wish. \_\_\_\_

c) Give it to a group of five or more people, not counting your study partner. \_\_\_\_

d) Afterward, review your talk with your study partner, comparing it with your evolving successful talk checklist. \_\_\_\_

5. READ: Chapter 7 Common Public Speaking Errors. \_\_\_\_\_

6. PRACTICAL APPLICATION:

a) With your study partner, go over three videos of talks you have done on this course, comparing what you see with the points covered in this chapter. Using the grid below, grade yourself on each point on a scale of 1–10 where a score of 1 would be “disastrous,” a 5 would be “average” and a 10 would be “perfect.” \_\_\_\_

Talk	Well-prepared	Acting relaxed and not rushed	Using correct pronunciations	No filler words or mannerisms	Logical flow of ideas	Clear idea or message	Adequate specifics
#1							
#2							
#3							

b) With your study partner, work out a short program or assignment to improve on the weakest point that showed up from the three talks. This might mean simply adjusting your successful talk checklist, practicing something with your study partner, doing some research or further study on that weak area, or something else. \_\_\_\_

c) Carry out the study program or assignment. \_\_\_\_

- d) Repeat steps (b) and (c) for any further weak points as appropriate and desired. \_\_\_\_\_

## F. FLIGHT TIPS FROM PROFESSIONALS

1. READ: “5 Horrible Pieces of Public Speaking Advice (And What to Do Instead)” by Michelle Mazur. (This article can be found online). \_\_\_\_\_
2. READ: “6 Tips for Writing a Persuasive Speech (On Any Topic)” by Adam Frankel (online). \_\_\_\_\_
3. VIDEO: “TED’s Secret to Great Public Speaking” by Chris Anderson (online). \_\_\_\_\_
4. READ/VIDEO: Find online or in print at least three more sources of public speaking advice, preferably from professionals, and read, listen to or watch what they have to say. Write down the names of any you study:  
\_\_\_\_\_ author \_\_\_\_\_  
\_\_\_\_\_ author \_\_\_\_\_  
\_\_\_\_\_ author \_\_\_\_\_  
\_\_\_\_\_ author \_\_\_\_\_  
\_\_\_\_\_ author \_\_\_\_\_  
\_\_\_\_\_ author \_\_\_\_\_
5. PRACTICAL APPLICATION: Make any further adjustments to your successful talk checklist. \_\_\_\_\_
6. VIDEO: Find online the full version of Martin Luther King’s “I Have a Dream” speech. Watch it while comparing it to your successful talk checklist or the points in Chapter 7 Common Public Speaking Errors. Afterward, go over your observations with your study partner. \_\_\_\_\_
7. VIDEO: Find online Malala Yousafzai’s address to the United Nations Youth Assembly. Watch it while comparing it to your successful talk checklist or the points in chapter 7. Afterward, go over your observations with your study partner. \_\_\_\_\_

8. VIDEO: Find online Sir Ken Robinson’s talk, “Do Schools Kill Creativity?” Watch it while comparing it to your successful talk checklist or the points in chapter 7. Afterward, go over your observations with your study partner. \_\_\_\_\_

9. VIDEO: Find online at least one more speech you are interested in watching. Write down the names of any you watch:

\_\_\_\_\_ speaker \_\_\_\_\_

\_\_\_\_\_ speaker \_\_\_\_\_

\_\_\_\_\_ speaker \_\_\_\_\_

10. PRACTICAL APPLICATION: Make any further adjustments to your successful talk checklist. \_\_\_\_\_

## G. TAKING SOME TRIPS

1. PRACTICAL APPLICATION: Prepare a five-to-ten minute informative speech on a topic of your choosing. Deliver it to a group of six or more people, not counting your study partner. Afterward, review your talk with your study partner, comparing it with your evolving successful talk checklist.

(Possible topic: \_\_\_\_\_) \_\_\_\_\_

2. PRACTICAL APPLICATION: Prepare a five-to-ten minute persuasive speech on a topic of your choosing. Deliver it to a group of six or more people, not counting your study partner. Afterward, review your talk with your study partner, comparing it with your evolving successful talk checklist.

(Possible topic: \_\_\_\_\_) \_\_\_\_\_

3. PRACTICAL APPLICATION: Prepare a three-to-five minute special occasion speech. Deliver it to a group of five or more people, not counting your study partner. Afterward, review your talk with your study partner, comparing it with your evolving successful talk checklist.

(Possible topic: \_\_\_\_\_) \_\_\_\_\_



## H. GETTING YOUR WINGS

1. PRACTICAL APPLICATION: Prepare a 10-to-15 minute presentation of any style on a topic of your choosing. Deliver it to a group of eight or more people, not counting your study partner and academic supervisor. To pass, your talk must demonstrate excellent communication skills and be clear and effective. **Supervisor pass.**

(Possible topic: \_\_\_\_\_) \_\_\_\_\_

2. PRACTICAL APPLICATION:

- a) Prepare a two-to-five minute talk on the subject of public speaking in which you offer advice, tips, suggestions, rules, guidelines or principles on how to effectively communicate in a group or public setting—or something related to this. The actual topic can be as narrow or as broad as you wish, but it should be related to public speaking. Though the talk is *not* “What I learned on the Public Speaking course,” you will, of course, have a chance to share one or more things learned. \_\_\_\_\_
- b) Deliver the talk to a group of five or more people, not counting your study partner. \_\_\_\_\_
- c) Compare the video of your talk with the one you did at the beginning of the course. \_\_\_\_\_
- d) If you are satisfied with your improvements on the course, and that you have achieved the purpose of the course, write up your observations of the changes you have made through your work on this course and turn them in to your academic supervisor. If not, repeat steps (a) through (c), and do any other further study, review or practice steps needed until you are. (Save your video to take to the examiner.) \_\_\_\_\_

I have completed the steps of this course. I understand what I studied and can use it.

Student \_\_\_\_\_ Date \_\_\_\_\_

The student has completed the steps of this course and knows and can apply what was studied.

Academic supervisor \_\_\_\_\_ Date \_\_\_\_\_

The student has passed the exam for this course.

Examiner \_\_\_\_\_ Date \_\_\_\_\_

## FOR FACULTY

### NOTES

1. Students will be expected to video every one of their talks. It is not required that they watch every one, but the videos should always be available for use when needed.
2. The course gives the study partners freedom and responsibility for achieving the course purpose and assisting each other. There is just one required supervisor pass fairly early in the course and then one more at the end. If you feel the students need closer or more frequent supervision or inspection, you will need to initiate such, as the learning guide will not demand it.

### ADDITIONAL RESOURCES

Exam and answers

Materials list