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Writing as a Tool for Teaching Public Speaking: A Campus Application

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Writing as a Tool for Teaching Public Speaking: A Campus Application

Cover Page Footnote

Some material in this paper was presented in oral form at the Annual Convention of the Central States Communication Association, Oklahoma City, April 9, 1994.

Writing as a Tool for Teaching Public Speaking: A Campus Application¹

Karla Kay Jensen
Pat McQueeney

All basic communication courses seek to improve students' oral communication skills while also deepening their understanding of the theoretical principles and processes underlying effective communication. Writing, whether in the form of formal assignments or informal in-class strategies, can help achieve these goals. (See, for example, Emig (1977) and Larson (1983).) A written assignment emphasizes some formal aspect of the course such as a speech. Informal writing, which stresses learning rather than a completed product, corresponds to those activities that students would use as preparation for a formal oral communication activity — e.g., brainstorming for a topic, outlining, keeping a log of speech-preparation activities. The effectiveness of this oral/written relationship is enhanced when the written component corresponds to the course's broader oral goals.

At our school, a midwestern university, Speaker-Audience Communication is the basic course which fulfills the oral communication requirement. As stated in the course's supplemental textbook, the public speaking course emphasizes

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"developing basic competence in informative-expository speaking. Fundamental principles for increasing clarity and improving organization, language, and delivery are stressed and practiced" (Hummert & Jensen, 1992, p. ix). This course is designed to emphasize knowledge as well as skills. To that end, 25 students in each section give five speeches and write one formal three-to-six page paper.

In the past, students who were enrolled in the basic public speaking course considered the three to-six page paper to be an artificial component of the class — something "on paper" that could be graded, though largely irrelevant to the class itself. That attitude may have been inadvertently suggested by the graduate teaching assistants who taught the course. Often apprehensive about dealing with the writing assignment, many instructors freely admitted to a lack of confidence and experience responding to writing. They were even more reluctant after reading student papers, some of which were written less satisfactorily than expected or hoped.

To address these concerns, the Communication Studies basic course directors and the Writing Center staff at our school have collaborated to offer the teaching assistants an oral/written communication strategy that supports the larger goals of the course. This paper is a summary of the rationale and strategies that we offer to the Communication Studies teaching assistants. We will include a discussion of both informal writing strategies and formal writing assignments which promote learning of the course material.²

²We appreciate the contributions of Carol Benoit in developing the Process Analysis Project and of Vickie Christie in developing the Speech Evaluation assignment.

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WHY USE WRITING IN THE BASIC COURSE

Writing is a logical complement to the basic communication course for at least two reasons: 1) writing's "multi-representational" nature--in the sense that the brain, the eye, and the hand(s) operate in conjunction (Emig, 1977, p. 125) — makes it an ideal means of integrating theoretical concepts, and 2) writing's distinctiveness from speaking (Vygotsky, 1962, p. 98) makes it an appropriate enhancement to oral communication strategies. Through complementing the oral with the written, instructors can "employ writing to emphasize and clarify the unique features of oral communication while also teaching its similarities to the written mode," thereby leading students "to a richer appreciation of the challenges and intricacies of oral communication" (Hummert, Jensen, & McQueeney, 1993). For example, in formal written assignments instructors may ask students to evaluate another's speech, log and discuss the process of speech making, or engage in a comprehensive self-critique. Informal writing may emphasize the broader communication goals, promote learning of the course material, give students regular opportunities to write, and help students focus their ideas as they prepare to write the formal paper and essay exam questions. Informal strategies benefit instructors as well. Teachers can offer this training to students without committing themselves to extensive responding and evaluation. (Excessive responding is counter to the goals of these strategies.) By merely skimming these writings, instructors will find out prior to test or speech time what students have learned and which concepts need re-teaching. In addition, informal assignments constitute samples of student writing and, thus, can indicate to instructors the level of guidance that will be necessary when they assign formal papers. (For an example of such a writing technique, see Weaver and Cotrell, 1985.)

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TYPES OF INFORMAL WRITING

Informal writing works equally well in class or outside the classroom. These strategies are especially useful because they take little time and minimal (if any) grading effort. Short writing assignments such as those suggested below give major writing assignments a context in the basic communication course.

Many of the more useful writing-to-learn strategies are written extensions of standard oral communication practices. Therefore, the written aspect will reinforce oral goals. For example:

- **Brainstorming** is frequently an oral strategy. Jotting down ideas that arise through brainstorming — either individually or as a group — will reinforce the concepts being generated. Brainstorming may then be taken an additional step: students can group the ideas and label each group as a further step toward reaching a topic for a speech or a paper.
- **Peer response** is a natural part of a communication studies class. If students prepare for their oral response by using writing — either jotted responses to questions or a brief writing — they are likely to be better able to focus their comments and more willing to participate in discussion.
- **Short writings** effectively focus a class on a particular topic, help students summarize class work, or cause students to discover where their reasoning breaks down. Students respond to a question or to a prompt from the instructor. Many of these writings need not be graded; instead, the material from them can be used in class discussion.
- **Journals or logs** provide unique opportunities for students to have a structured way to work with course material as well as with ideas for and reactions to

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speeches. Journal entries may follow a single assignment made at the beginning of the semester or may vary throughout the course by teacher and student preferences.

- **Outlining** is a standard preparation for speech-making, but one that creates anxiety for many students. However, if they are asked to outline informally as well as formally, with focus on outline functions as well as form, they may come to value the process.

These informal strategies increase students' writing opportunities and stimulate class discussion. Also, they help prepare students for long writings without unduly burdening the instructor because shorter assignments can be evaluated with different strategies from those used for more formal papers.

Responding to Informal Writing

All writing does not have to be graded. Shorter assignments, such as the ones described above, need not be evaluated as polished products; they simply help students begin to see the value of writing for clarifying and developing their ideas. Out-of-class informal writing can be read for content only: Did students answer the question correctly or understand the main idea of the chapter? The same can be done for in-class short writing: Does it show that students are actually working on the assignment and making progress towards its completion? To check whether students are writing on topic during timed writings, instructors can walk around the room and read over shoulders, ask a few students to read theirs aloud, pick up a few at random each time, or collect all but read them only to see if most students understand the material. Similarly, journals or logs can be checked (a few each day or week) simply to see that work is completed.

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Few or no comments need be written on any of these writings; teachers can respond with a simple check, plus, or minus, or with a point system. For example,

+	✓	—
This really moved our discussion forward	Good beginning. Say more in discussion to clarify.	I'm not clear how this pertains to _____ (the subject).

When students turn in extra credit work, engage in personal response writing, or write in journals, the instructor's response might use \pm (points), C/NC (credit, no credit), or a letter grade with comments:

- +3 Glad you found the video useful for understanding the power of language in speechmaking.
- NC Mark the journal pages you want graded, and hand it in again next Friday.
- C+ You gave many hints about the conflict in values between you and your parent, but I remained unsure of its connection with the concepts we have been discussing in class and how this relates to your speech topic.

MICROTHEMES: BRIDGING INFORMAL AND FORMAL WRITING

Microthemes — short writings (usually on 5" x 8" note cards or half-sheets of paper) that are actually fully conceptualized, condensed essays — constitute a sort of bridge between informal writings and the more formal papers. (For a full discussion of microthemes, see "Microtheme Strategies for Developing Cognitive Skills" in Bean, Drenk, and Lee, 1982.)

The microtheme is brief, but this form requires a small amount of writing *after a great deal of thinking*. Because microtheme writing is rigorous writing in restricted space,

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students must plan carefully to argue successfully, just as they would when preparing to deliver a speech. Microthemes are useful in both large and small classes because they involve limited writing (and, therefore, less grading) while forcing maximum thinking, thus placing responsibility with students.

Microthemes promote summary writing, thesis defense, data analysis, and quandary exploration. (Bean, Drenk, and Lee, 1982, pp. 27-38)

- **Summary-Writing** microthemes ask students to summarize a topic, argument, or theme, a task which helps students understand and state objectively other points of view.

Sample: Explain why too-many or too-graphic fear appeals may be ineffective in a persuasive speech.

- **Thesis-Support** microthemes ask students to generate effective support for a thesis the instructor presents. This demands active thinking and possibly research.

Sample: Support or refute this statement: A detailed outline makes a successful speech.

- **Data-Provided** microthemes challenge students to generate the controlling idea from given data. This requires logical and abstract thinking as well as the ability to see connections between different facts.

Sample: [Instructor provides a list of five types and uses of supporting materials.] How can supporting materials such as these add credibility to your speech?

- **Quandary-Posing** microthemes demand that students solve and then explain a puzzle. This type exercises abstract reasoning skills.

Sample: Couple X discovers three years after they have been told that their newborn baby died that the child is living. Couple Z had legally adopted the baby, unaware Couple X had been deceived. Couple X sues for custody. Reason through

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who should raise the baby. Describe how you would use such reasoning in a persuasive speech.

The microtheme is a chance for students to explore a single concept or issue. But the narrowness of focus doesn't mean that intellectual rigor is sacrificed. On the contrary, because students must concentrate and refine, these writings can promote intellectual growth. Informal writing also will give students planning and pre-writing strategies that will be useful as they write the major-paper assignment. Since many students have operated from the maxim that more is better, they may be reluctant to believe that less is what instructors expect. Therefore, establishing the format for microthemes is important. Students need to understand that the size restrictions are not negotiable. For students to develop the skill to write with the rigor required for microthemes, they may need procedural guidelines such as the sample Microtheme Instructions to Students handout included in the appendix.

Microthemes place responsibility for learning with the student. They can be an optimum opportunity for learning with only minimal written responses required of instructors. The responding strategies used for short writings work well for microthemes too. When informal writing is a natural part of the communication process and when structured writing experiences such as the microtheme are commonplace, students will be more confident writing their formal assignments.

TYPES OF FORMAL WRITING

When formal written assignments are designed to complement the oral communication activities of a class, the end product is likely to enhance the understanding of the theory and process of public speaking. In this basic public speaking course, a formal writing assignment offers students an oppor-

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tunity to employ an alternative mode of communication to address directly underlying principles and processes that otherwise might otherwise remain tacit to students. The three most frequently used assignments are summarized below, and the texts of the assignments, truncated for publication purposes, are included in the appendix. We include these assignments as an impetus for curricular discussion among our colleagues who teach the basic course.

- Students keep a log of their speech-creating process to help reflect on the steps and pitfalls in speechmaking, from choosing the topic through delivering the speech. Then, students use the log as a resource to write a formal paper analyzing the experience.
- Students research and present a speech which is taped (audio and, preferably, video). After time has elapsed, they use the tape to critique the speech. Some instructors encourage students to incorporate suggestions from peer critiques of the student speech as well.
- Students view another person's speech on videotape or in person. They evaluate and critique the speech with a focus on the speech structure and delivery in addition to content.

Formal writing is typically evaluated in the basic public speaking course with a level of detail comparable to an instructor's evaluation of a speech. Just as a speech checklist serves as a guide for students as they prepare speeches and instructors as they evaluate them, writing checklists devised for each of the assignments described above serve as guides for both students and instructors. (The sample checklist following Paper #3 in the appendix was designed from the instructor's public speaking checklist.) They help basic course instructors become comfortable responding to writing because they are tools similar to the speechmaking checklists teachers

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already are accustomed to using. For students, they reinforce the important points of the assignment. In addition, they become a sort of contract between students and teachers regarding the criteria by which the paper will be judged. Finally, with a multi-sectioned course such as the one at our university, checklists help standardize evaluation procedures among instructors.

Whether instructors use checklists, comment on the paper itself, or do both, they respond as expert *readers* in Communication Studies rather than as English teachers. They are guided by questions such as these: How does a paper "work" as writing in communication studies? Is it clear? Is it sufficiently developed? Is the organization appropriate? As expert readers, instructors know that every error need not be marked. Based on the goals for a particular assignment (incorporation of course terminology, for example), an instructor can mark a paper selectively to reflect students' attainment of those goals. If errors of grammar, punctuation, or mechanics interfere with students' clear communication, instructors may note those simply by circling a few or even by writing an end comment such as, "The unclear sentences obscure your meaning." Just as student public speakers are expected to deliver speeches with a sensitivity to public standards, students who write in the public speaking class are expected to develop strategies to edit papers to reasonable public standards. (See Larson (1983) for a discussion of responding to discipline-specific writing.)

The combination of oral communication and written communication are integral to students' learning processes. The key to incorporating writing assignments effectively in the oral communication basic course is for instructors to link them to specific educational goals and to define those goals clearly for themselves and for their students as well. (Hummert, Jensen, & McQueeney, 1993) Through this integrated approach to the teaching of oral communication, students will have the opportunity to deepen their under-

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standing of communication theory, public speaking skills, and the similarities and differences in the oral and written modes of communication.

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APPENDIX

SAMPLE MICROTHEME INSTRUCTIONS TO STUDENTS

1. Begin by analyzing the type of assignment you are being asked to address. Here are the more common types of microthemes:
 - **Summary-Writing** microthemes ask you to understand and state objectively other points of view.
 - **Thesis-Support** microthemes ask that you engage in active thinking and possibly research.
 - **Data-Provided** microthemes challenge you to think logically and abstractly as well as see connections between different facts.
 - **Quandary-Posing** microthemes demand that you exercise your abstract reasoning skills.
2. Formulate a response. (Verbal brainstorming with others is a good way to begin.) When you write out the response, ignore length constraints.
3. After you have written a natural response, assess the draft. Is there a clear point you are arguing? Does every sentence add to the argument? Is every example the best available?
4. Set the writing aside for awhile, and then re-read it critically after re-reading the assignment. What is extraneous to the argument and, therefore, can be cut? What additions will clarify your argument? What words need refining for tone and clarity?
5. Type the theme on a 5" x 8" note card or generate a document on word processor using half a sheet of standard paper.
6. Run a final check: Does the microtheme address the assignment directly? Is the writing concise without

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having gaps in reasoning? Does the paper conform to microtheme length conventions? Does the paper adhere to established format?

PAPER #1. PROCESS ANALYSIS ASSIGNMENT

INSTRUCTOR TIPS

ABSTRACT

Students keep a log (journal) of the experiences they have as they prepare a speech for class presentation. Using the log and their experience, they write a four-six page paper analyzing the process of developing an informative speech.

STUDENTS NEED

- time to do the two projects (the preparation for the speech AND the Process Analysis Project).
- illustrations or examples of the instructor's expectations for log entries. For example, they can be shown what a Daily Record entry might look like, and some may not know how to brainstorm.

INSTRUCTORS CAN HELP BY

- prompting students to budget time effectively. Students will procrastinate on the log unless instructors ask for it to be submitted prior to the paper being written. After being checked off (the instructor merely confirms that entries have been made), it can be returned to the students to use as a resource as they write the paper.
- changing the assignment handout if they wish to change the nature of the log. Modifying a detailed written assignment by oral instructions is confusing to students when they write the paper.

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PROCESS ANALYSIS PROJECT

This project is designed for you to examine the process of preparing and presenting your informative speech in order to determine what you need to concentrate on for future presentations. This project consists of two parts: a log (to be turned in the day you give your speech) and a four-six page paper.

KEEPING A LOG

COMPONENTS OF THE LOG

The log gives you a structure to comment on the process by which you are preparing your speech. You will find it helpful as you write your paper. Keep your log in a notebook. For clarity, label each entry with date, entry number and title. The minimum number of entries will include:

1. **Daily Record** Keep an on-going daily tally of how you allocated your time preparing for this presentation. Create three columns:

Date Progress on Speech Approximate Time Used

List each date, even if you did nothing. "NONE" in the second and third columns is acceptable occasionally because you won't be working on the speech each day. So is a listing of distractions that kept you from working on the paper: "got the "flu," for example.

2. **Brainstorming** Use at least one of the pages to brainstorm your way to a topic.
3. **Selection Rationale** Explain in one page why you selected this topic. Why is it of interest to you? Does it relate to other courses you are taking?
4. **Selection Justification** Explain in one page why the topic is appropriate for the type of speech to be given.

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- Why is it important that others know about this topic?
Why should the audience care?
5. **Organization Justification** Explain in one page why you are choosing to shape the speech as you are. First, identify your organizational strategy: Is it primarily spatial? Topical? Chronological? Then, how does that choice best suit the topic? The audience?
 6. **Annotated Bibliography** Create an annotated bibliography of your four (4) sources for your speech. An annotated bibliography consists of the bibliographical citation (this assignment will use MLA Style) and concise information about the text.

PROCESS ANALYSIS PAPER

Analyze the process of developing the speech in a four-six page paper. Your job is to explain to your instructor what you have learned from the process of developing this speech that can be applied when you attempt similar tasks in the future. (Clearly the log will be an invaluable resource as you write this paper.) The paper will divide itself into three sections.

Introduction

Describe the process of reaching the point of giving your speech. What decisions had to be made? (Be certain to include the topic and the organizational strategy.) How much time was spent? What interferences intervened? How much did class lectures or texts assist you? This portion of the paper can be drafted prior to giving the speech. Although the instructor has access to your log, she will not have read it prior to reading your paper, or seeing your speech. Therefore, use the log as a resource.

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Analysis

(*Analysis* and *Transfer* should be written *after* you have given the speech.) You will have already given your presentation by the time you write this analysis. Now that you have the benefit of knowing the final product, **evaluate the process you went through as you prepared for this presentation.** How effective was the process you used? Think about the decisions you made regarding the substance of the presentation as well as the process of your preparation. (Refer back to your log.) What worked well? Did your texts assist you in your preparation? How about class lectures? Why? What would have worked better had different decisions been made?

Transfer

Show that you understand the implications of your analysis by **transferring that evaluation to your future speech-preparation strategies.** Given what you have written in the analysis section, what do you need to do as you prepare for oral presentations in the future? What shifts need to occur in decision making strategies? Why? Which strategies worked extremely well and, therefore, should be kept? What should be your personal time-management strategies for future presentations, given what you now know about your own preparation/presentation strengths and weaknesses? This section gives you the chance to show that you can think about and evaluate your preparation for oral presentations.

Style and Presentation

This four-six page typed paper is due at the beginning of class one week after you give your speech. Double-space the manuscript. Add a title page and cover sheet. Identify the sub-sections by inserting subheadings. First person (I/me) is appropriate for this paper as is active rather than passive voice. Do not disrupt clear communication with your instruc-

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tor. Communicate in writing with the same commitment to clarity, directness and conciseness that you are working toward achieving in oral communication. Proofread carefully and look for grammar, punctuation, and spelling problems.

PAPER #2. SPEECH EVALUATION ASSIGNMENT

INSTRUCTOR TIPS

ABSTRACT

Students write an evaluation of the substance of their own speech, working from a tape to distance themselves from the presentation.

STUDENTS NEED

- sufficient opportunity and time to review their speech on tape.
- exposure to appropriate communication theory prior to writing the paper (ideally, prior to giving the speech) in order to incorporate accurate terminology.

INSTRUCTORS CAN HELP BY

- encouraging students to avoid procrastination. Giving an interim deadline--asking students to submit an index card indicating the working thesis statement, for example--will help.
- providing a mechanism whereby students can receive input from their peers on their speech.
- presenting a model analysis to demonstrate to students how to prioritize the topics they will analyze.
- encouraging students to read published reviews of speeches.

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SPEECH EVALUATION PAPER

We often evaluate the speaking of others, either formally or informally. This assignment asks that you distance yourself from one of your presentations to evaluate your own speech. **Working from the video or audio tape of your speech, write a three-five page paper evaluating it.** Tapes will be returned to you _____ (date). The three-five page typed paper will be due _____.

PREPARING TO WRITE THE PAPER

You will, of course, want to consider the speech as a whole presentation. However, focus your discussion on the substance of the speech. Here are some questions to help you think about substantive issues. (These questions should be used as a guide to start your thinking rather than as a paper outline.)

- How appropriate, complete, and effective was its content?
- What support did you provide for contentions? What worked well? What could be improved?
- How complete and effective was the development of information? The use of facts and statistics? How accurate was the citation of sources?
- How systematically was the speech organized?
- How clear was the outline that emerged as the speech was presented?
- How effective was the sign posting in the introduction?
- How directive was the thesis of the speech?
- How adequate were internal transitions as guides to the listener?

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Take notes as you analyze your taped speech using these questions as well as others that you would incorporate if you were evaluating another's speech. Also draw from your class notes and text. What specific **concepts from the text and class notes** should be included in this discussion? What **communication terminology** should be included?

WRITING THE PAPER

Evaluating something of your own presents special challenges. The timing of this assignment helps you create a distance, as does the use of tape. Thinking about yourself in terms of your reader is equally important. For example, feel free to use "I" as you write of yourself as the speaker, but keep in mind that your reader (your instructor) should not have to go back to the tape to understand the points you are making. The organization and development of this paper will vary due to what each writer is evaluating about the speech; however, these suggestions may be helpful.

Introduction

Remind your reader (your instructor) of the topic of the speech and of the these that you are going to argue. That is, *what are you going to show or prove about your speech in this paper?*

Body

Organize this paper as you wish, but attend to a coherent order just as you would in an oral presentation. Likewise, use transitions to guide the reader. As you develop the paper, concentrate on an in-depth evaluation of the speech. Both you and the reader have heard the speech; however, you should keep in mind that you are bringing unique insights into this evaluation. What you regard as significant may not immediately be apparent to the reader. Therefore, draw specific examples from the speech to illustrate the points you are try-

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ing to make. Do not assume that your reader will be willing to go back to the tape to clarify a point you are making. Furthermore, demonstrate that you understand this speech in terms of the larger picture of this type of speech in general. That is, draw from what you have learned from class and your text to incorporate communication concepts and terminology as you discuss your speech. Incorporate issues of delivery as appropriate to complete your evaluation.

Conclusion

The conclusion of an evaluative paper ties together the analysis that has formed the body of the paper into a summary statement of evaluation. How effective was this as an informative speech? If this speech were to be given again, what should be the same? What should be changed? Why? What did you learn from this that could be applied to future speech-making?

Style and Presentation

[Similar to information in Paper #1.]

**PAPER #3. COMMUNICATION ANALYSIS
ASSIGNMENT**

INSTRUCTOR TIPS

ABSTRACT

Students attend a speech and then analyze it in a four-six page paper, using questions included in the assignment as well as communication theory from class discussion and the text.

STUDENTS NEED

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- sufficient opportunity and time to hear and respond to a speech.
- exposure to appropriate communication theory prior to writing the paper (ideally, prior to attending the speech) in order to incorporate accurate terminology.

INSTRUCTORS CAN HELP BY

- encouraging students to avoid procrastination. One strategy to monitor speech attendance is to prompt students to commit to a specific speech by requiring them to turn in an index card with the speech giver, the topic, and the date.
- showing students how to prioritize the topics they will analyze by working through the discussion questions on the assignment sheet in a model analysis (perhaps using a transcript or a video tape) led by the instructor.
- encouraging students to read published reviews of speeches. These newspaper reviews can be clipped and attached to the paper. This strategy is a way to avoid plagiarism by incorporating the most likely source into the assignment.

THIS ASSIGNMENT CAN BE MODIFIED

- to a Hybrid course assignment by modifying the questions to include interpersonal issues. Or Interpersonal Analysis Paper topics could be set against a speech,, especially during an election.

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COMMUNICATION ANALYSIS PAPER

Many speakers come to our university or our town each semester. This assignment asks that you **observe one speaker and then apply communication theory to your analysis of the presentation in a four-to-six** page paper. You will be at a point in your course work around _____ to work critically with the presentation. The paper is due by _____. As you are watching for speakers of interest to you, please consider the rest of the class by bringing to class pertinent information on campus and local speakers.

Select a speaker or topic of interest to you. Attend the presentation prepared to observe and take notes. Choose a speaker who is giving a single presentation, rather than one who is speaking as part of a panel. (Class lectures or sermons do not qualify as speeches for this assignment.) When possible, check with your instructor before attending to confirm that the speech is appropriate for this assignment. If a speaker of interest is scheduled before _____ (date), you must clear the presentation.

ASSIGNMENT

Using your notes from the presentation, information from readings and class lectures, and a speech evaluation form, write a paper that critiques the speech. Your paper should include a thorough discussion of how well the speaker met the speech evaluation criteria. You may want to use an evaluation form (similar to what we use in class) as a guide to organizing your paper. Be sure, however, to include all relevant points (speaker, speech, occasion and audience), **making reference to principles and course terminology** wherever applicable. Avoid *reporting* what the speaker said. Instead, *analyze* the speech, **with a focus on style and presentation**, using theory as learned from class and your text.

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PAPER

While the structure of your paper will vary, the following suggestions may help you to develop a critique.

Introduction

Introductory information will, of course, include the speaker, the speech, the occasion, and audience. In addition, in the introduction you will focus on the argument you plan to develop in this paper. You can do this by formulating a clear thesis statement. that signals that you will be addressing not only *what* the speaker said but also how he or she approached the audience. The *how* leads you to discuss style and presentation. Remember, developing an effective thesis statement involves asserting what you are going to **SHOW** or **PROVE** (look at the underlined section in the bold sentence). By focusing in with this sort of statement, you can delve into the speech, applying theory to make your points.

Body

Use these questions to help you analyze the speech critically.

1. Did the **Introduction** get your attention? State the thesis? Preview the main points? State credibility?
2. Were **transitions** used? What kinds? Were they effective?
3. What kind of **supporting materials** were used? Were they well cited? Were they credible?
4. Were **visual aides** used? What kinds? Were they used well?
5. Was the speech **organized** well? What kind of organizational pattern was used? Were the main points clear, each supported with evidence or examples?

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6. What about the **delivery**? Was it extemporaneous? Memorized? Did the speaker use good eye contact? Effective paralanguage and kinesics? How did the speaker's personal artifacts contribute to his or her credibility?
7. Did the speaker consider the **audience**? How rhetorically sensitive was the speaker?
8. What could the speaker have done in these areas to **Improve the speech**? Why?

The issues these questions raise need to be addressed in the course of your paper. However, the emphasis and detail you give to a particular topic (the bold words) depends on the significance of the topic to the speech that was given and to the thesis statement you are arguing. Support your points by appropriate examples, taking care to avoid generalizations and to be balanced in your presentation by being factual. Incorporate Communication Studies terminology when appropriate.

Conclusion

Question 8 above is your natural move toward your conclusion. With that question you are discussing what the speaker could have been done better (or what is so impressive that others should adopt). Throughout the paper you have been presenting the evidence to support your argument. Now, in the conclusion bring your reader around toward accepting what you contended in the introduction.

Style and Presentation

[Similar to instructions in Paper #1.]

Writing as a Tool for Teaching Public Speaking

**COMMUNICATION ANALYSIS PAPER
CHECKLIST**

Use this checklist as you write. Your instructor will use it to evaluate your assignment.

Assignment Stipulations

- _____ Speaker chosen is appropriate for assignment.
- _____ Critique focuses on style and presentation of speech.

Writing as a Tool for Teaching Public Speaking

Introduction

- ___ Speaker, speech, occasion, audience identified.
- ___ Thesis focuses into an argument appropriate to assignment.

Body

- ___ Issues on the following topics are discussed as prompted by the analysis questions:
 - ___ Introduction
 - ___ Organization
 - ___ Supporting materials
 - ___ Delivery
 - ___ Visual Aides
 - ___ Audience
 - ___ Improvement in speech.
- ___ Course terminology is incorporated accurately.
- ___ Topics emphasized are appropriate to speech and thesis.
- ___ Examples are appropriate to points being made.
- ___ Presentation is balanced by being factual.
- ___ Argument is logically organized.

Conclusion

- ___ Argument's logic is carried into conclusion
- ___ Reader is brought around toward accepting argument.
- ___ Closure is established.

Style — The paper is

- ___ Clear. (Words are precisely chosen and defined when necessary — organization is signaled early and is maintained logically throughout; transitions are used to signal direction of argument.)
- ___ Concise. (Main points are discussed without undue repetition; generalizations are avoided.)

Writing as a Tool for Teaching Public Speaking

_____ Mechanically accurate. (Spelling is accurate; grammar adheres to standard conventions; punctuation is accurate.)

Presentation — The paper is

_____ four-to-six pages in length, typed, double-spaced.

_____ headed with a title, sub-divided with headings if appropriate.