

COMM 553: Professional Speaking Individual Presentation Assignments

Conference Presentation (10% of final grade)

This assignment is geared to simulate the formal style of a research conference presentation. A traditional panel follows a symposium format, where individual presenters each take a portion of the panel time to share their research paper. There is usually a moderator who introduces all the speakers, and sometimes a respondent who provides a critique at the end.

In this case, each student will present the results of an already published research article. Students will pick any **2005-copyright or newer** article from an **NCA journal** publication (i.e. *Quarterly Journal of Speech*, *Communication Monographs*, *Journal of Applied Communication Research*, *Text and Performance Quarterly*, *Communication Education*, *Critical Studies in Media Communication*). Please do not select an article you have read for another class.

Please email the instructor the citation (title, journal, date) at least one week before your presentation.

At a conference, there is rarely AV equipment available. In almost all sessions, panelists remain seated behind a front table. The challenge, then, is to present the research information without audiovisual support, and without leaving your place behind the table – and still make the presentation interesting and meaningful to the audience.

Time limit for the presentation is **6-8 minutes**. The grade is affected by going over or under time. After all panelists have presented, the session will be opened to the audience for Q & A, so be prepared to answer questions. Presentations will be graded on organization, clarity of content, delivery effectiveness, and allied variables such as time limit and response to questions.

Transformation Speech (15% of final grade)

This assignment is geared to simulate the presentational style of an invitational rhetoric speech, as detailed in the Foss & Foss text. The goal is to invite diverse audience members into your world view, and allow them to make their own choices regarding your topic. Each student will deliver a **7-10 minute** presentational speech enacting one of the following interactional goals: to assert individuality, to articulate a perspective, to build community, or to seek adherence (do NOT select “to discover knowledge and belief”). Topics will be collected a week prior to the start of the presentations.

A worksheet (turned in on the evening of your speech) is provided, asking for students to report their topic, interactional goal (Chap. 2), commitment statement (Chap. 4), main ideas, framing structure (Chap. 5), etc., along with reflections on how they prepared the appropriate environment (Chap. 3) and practiced their delivery (Chap. 9). Though not graded separately, failure to return the worksheet, or turning in incomplete worksheets, will impact the final grade.

Presentation *must include* at least **five resources** from at least two of the resource categories (print, internet, interview, personal experience). At least **three of the elaboration types** (Chap. 6) must be incorporated. Presentation must include a handout and/or use of the document camera. Other audiovisual support is allowed, but students are cautioned to make wise choices given assignment and time constraints.

Presentations will be graded on organization, clarity of content, delivery effectiveness, and allied variables such as time limit and use of audiovisual material.

COMM 553: Professional Speaking

Name: _____

Transformation Speech Worksheet (See Foss & Foss, esp. Chap. 10 on Speaking Plans)

Topic: _____

Interactional Goal: To _____

Commitment Statement: _____

Organization/Main Ideas (use key words/bullets).

- Framing/organizational pattern used: _____
- Underneath the main ideas, identify at least *three types* of elaboration used, e.g.
 - St. Gerard is a worthy role model
 - Life story **narrative** from *Wonder Worker of our Days* biography

Write a few sentences sharing your thoughts regarding Environment, e.g. how are you encouraging freedom, safety, value, and/or openness? What did you reflect upon regarding setting, audience, speaker, and/or subject? Any re-sourcement?

Write a few sentences identifying the types of introduction and conclusion you selected, the nature of your transitions, and the strengths and limitations you bring to the delivery.

Resources:

- 1.
- 2.
- 3.
- 4.
- 5.