

Danny Hermsillo Coms 6233 2.1 Assignment: Lesson Plan

Organizing and outlining an informative speech

Summary
Subject(s)
COMS 1203 Oral Communication Informative Speaking
Grade/Level
First-year college students
Activity Type
Informative speech outline and oral presentation.
Objectives
Students will learn the process of choosing a speech topic, developing an outline, and delivering an oral presentation of an informative speech.
Date
08-07-23
Est. Lesson Time
2-3 hours.

Implementation

Introduction

Oral presentations are an important part of any communications studies or career, in that at numerous points you will be called upon to inform an audience on a topic, or attempt to persuade the audience to a certain point of view.

Any good speech begins with the selection of a topic, research, and an outline. The outline will lay the foundation for the speech, and guide you through your presentation.

Materials & Resources

- You should have access to computer with video camera to record practice speeches.
- Read Chapters 2 & 5 in *The Young Adult's Guide to Public Speaking*. You will need to log into the [A-State Library Website](#) to gain access to this reading.

Atlantic Publishing. (2016). *The Young Adult's Guide to Public Speaking: Tips, Tricks & Expert Advice for Delivering a Great Speech Without Being Nervous*. Atlantic Publishing Group Inc.

Watch

- Developing an Informative Speech Outline
Comm Studies | Retrieved from <https://www.youtube.com/watch?v=A8CE47GTXt8&t=2s>
- Falling in Love Informative Speech
Paige Huyck | Retrieved from <https://www.youtube.com/watch?v=dNEkjGS7Hs8>

Procedure

In this unit, students will:

- Read assignments related to informative speaking.
- Attend in-class lecture on the material.
- View examples of speech outlines.
- Watch videos regarding preparing an outline.
- Participate in classroom activities to help develop topics and presentation.

Lesson goals

By the completion of this lesson:

- Students should know how to select an appropriate speech topic, create an outline, and prepare an informative speech.
- Student will be able to make a 10–15 minute presentation before the class, meeting the criteria outlined in the rubric below.
- At various times throughout the module, student will be required to submit drafts of the topic choice, outline, and speech. These are not to be graded, but to assure the student is on course to make a proper presentation.
- The informative speech will help the student develop oral communication skills, as well as gaining experience on how to organize a presentation. This will be a positive step in becoming an effective communicator.
- The in-class presentations will be made on the final two days of the session. Order of the speakers will be determined randomly.

Lesson-related activities

- A. Possible Topics** (approx. 30 minutes): Students will present instructor with a short list of possible topics for their informative speech.

- B. **Outline Draft** (approx. 30 minutes): Students will make a rough draft of outline on their topic suggestions, incorporating practices learned through readings and videos.
- C. **One Minute Speeches** (approx. 30 minutes): Students will pair up with a classmate, have a five-minute introduction, and take another 5 minutes to prepare a one-minute speech of their partner. This should include the students name, where are they from and something about them most people don't know.
- D. Independent Practice:** Students will create a draft outline, which will be used for a practice speech to be recorded.

Assessment

Student presentations will be assessed on the rubric below. You will be given a blank rubric assessment sheet at the beginning of class the day of your presentation. You will submit it to the instructor before you make your presentation.

Areas that will be scored include:

- Outline
- Introduction
- Body
- Conclusion
- Delivery
- Overall impressions

Also, classmates will be asked to fill-out an anonymous survey form with feedback of your presentation. You will be asked to submit one on your presentation, as well as theirs. The feedback will not be scored, but will be provided to you to help assess your presentation.

Informative Speech Rubric

Give this form to your instructor before you give your speech

Name: _____ Topic: _____ Time: _____

OUTLINE	C 7-7.5	B 8-8.5	A 9-10	Notes
Outline format (C) an attempt is made to follow the format provided (B) with correct enumeration, connections between ideas are logical, and evidence directly supports the ideas. (A) has a clear separation of points, written in full sentences, has a consistent pattern of indentation, includes written transitions, previews, summaries, with little or no errors				
References (C) uses appropriate number of sources with a few APA mistakes. (B) uses logical sources from identifiable authors with minor APA mistakes (A) uses credible sources from qualified authors to provide insightful perspective into the issue(s) with no errors				
_____/10				
INTRODUCTION	C 14-15.5	B 16-17.5	A 18-20	
Attention getter (C) is present, (B) uses a meaningful narrative, quotation, statistic, or question that is related to the topic, and (A) is creative, original, and highly motivating				
Background and audience relevance (C) some background information about the topic is provided, (B) the significance of the topic is firmly established, and (A) topic is clearly connected to this specific audience				
Speaker credibility (C) speaker provides a reason for choosing the topic, (B) explains why they care about the topic, and (A) explains why they have compelling experience or expertise in this area				
Thesis (C) is identifiable (B) is clear, complete, single declarative sentence, and (A) uses carefully chosen language that sets the tone and direction for the speech				
Preview (C) tells the audience what main points will be discussed, (B) uses signposts, is concise, and flows into the body, and (A) uses creative, carefully worded phrasing				
_____/20				
BODY	C 21-23	B 24-26	A 27-30	
Main Points (C) are identifiable and support the thesis, (B) are well developed using a variety of support materials and (A) are supported by distinct, clearly worded and supported sub-points				
Evidence and Support (C) a minimum of four sources have been used for evidence and sources have been orally identified (B) material furthers the argument and a link between the evidence and the claims has been provided, and (A) evidence demonstrates a thorough and rich understanding of the topic				
Organization (C) has an identifiable organizational pattern, (B) includes sub points with a logical pattern, and (A) uses concise, parallel, and creative phrasing				
Language (C) is appropriate for the audience and occasion, (B) is clear, accurate, and succinct, and (A) is powerful, vivid, imaginative, and creative				
Transitions (C) speaker indicates when they are moving to each new main point, (B) and has an effective summary, signpost, and preview in each transition, and (A) include pauses, gestures, or movement to reinforce/emphasize the transition				
Sources (C) the author (source, if author unavailable) and date of information have been provided, (B) the sources are placed just before the information being cited, and are relevant to the topic, and (A) sources are reputable, fully cited, and include evidence of source credibility				
_____/30				

CONCLUSION	C 7-7.5	B 8-8.5	A 9-10	Notes
Signals conclusion (C) transition to the conclusion is indicated (B) using a clear signpost (A) that is reinforced through creative language or delivery				
Reviews purpose/thesis and main points (C) the main points have been briefly noted (B) are not just a restatement of the opening preview or thesis, and (A) synthesize the information from the body of the speech in a creative way				
Memorable close (C) 1 last sentence is provided after review that closes speech, (B) uses a rhetorical device related to the topic, that signals the end of the speech, and (A) a link has been provided to the attention getter and/or closing thought in a creative way				
____/10				
DELIVERY	C 10.5-11.5	B 12-13	A 13.5-15	
Eye Contact (C) maintained with audience for at least part of the speech, (B) was purposeful with a comfortable transition between notes and audience, and (A) was used to gauge feedback from most of the audience most of the time				
Verbal Delivery (C) speaker can be heard and understood throughout speech, and (B) vocal variety is used and keeps audience attention, and (A) conveys enthusiasm for the topic, engages audience, and commands the attention of the room throughout speech <i>Pronunciation, Articulation, Volume, Pitch, Rhythm, Rate, Tone, Vocalized Pauses</i>				
Nonverbal Delivery (C) attempts to use gestures, movement, and facial expressions a few times but with a few distracting movements (avoiding, swaying, rocking, repetitive motions, etc.), (B) uses gestures, movement, and facial expressions that at times are directed to the audience and complement the message, (A) uses intentional and effective gestures, movement, and facial expressions to enhance the speech, enhance credibility, and maintain audience attention				
____/15				
OVERALL IMPRESSION	C 10.5-11.5	B 12-13	A 13.5-15	
Topic (C) is appropriate for this assignment and context, (B) is clearly related to the student's personal experiences or provides relevant information to the audience, and (A) made a genuine contribution to the knowledge of the speaker and the audience				
Adapted to Audience (C) speech is appropriate for and considerate toward all members of the audience, (B) is clearly adapted for this specific audience and context, and (A) incorporates specific characteristics of the audience throughout the presentation				
Preparation and Practice (C) speaker reads heavily from notecards or manuscript throughout the speech, (B) did not rely heavily on note cards and was clearly ready to present the speech, and (A) displayed poise and confidence indicative of a well-practiced speech (perhaps including evidence of a speech lab visit)				
Time Limits (C) speech was delivered within the time limits, (B) an appropriate balance of time was spent on each idea, and (A) was fully developed within the time limits				
Quality and relevance of aids (C) correct # of aids were used, (B) were well-integrated, clearly seen, and linked to the presentation, and (A) had explanatory power (used to help audience understand difficult material)				
Was informative (C) yes, (B) information was easy to understand, and (A) added interesting new information to the audience's body of knowledge				
____/15				
ADDITIONAL POINT DEDUCTIONS				
Total Score: _____/100				