OBJECTIVES:
1. To present information from one or two of the textbook chapters in an organized way;
2. To present this information clearly and with interesting support material (evidence);
3. To deliver this presentation in a lively manner, with confidence.

LENGTH:
Five (5) to seven (7) minutes.

PROCEDURES:
1. You will be assigned one or two chapter(s) from the text book (see the assignment chart at the end of this Chapter Lecture Assignment sheet).
2. Study the Chapter in detail and push all the data and information through the funnel.
3. Prepare an outline of your presentation.
4. Organize your information into main points that are clear, concise and memorable. All points should support your thesis.
5. Plan an attention-grabbing introduction.
6. Plan a concluding statement that naturally supports your message.
7. If you must use notes, make a speaking outline on one file card.
8. Practice your speech aloud, but do not memorize it!
9. Ensure you cover the material as fully as possible in the five (5) to seven (7) minutes allowed for your presentation.

DEADLINES:
The outline of your presentation is due the night you present. You must turn in an outline whether you are the Lead Presenter or the Back Up Presenter.

TEXT REFERENCE:
1. For Preparation and Research: Chapters 2, 5, and 6.
2. For Content: Chapters 7, 8 and 12.
3. For Delivery: Chapters 9, 10 and 11.

SPEAKING HINTS:
1. Relax. It’s good to be nervous. It lets you know that adrenaline is present to help you with vocal projection, descriptive gestures and a purposeful walk. Simply train the “butterflies” in your stomach to “fly in formation”
2. Take a breath before your start speaking.
3. Use sustained eye contact.
4. Concentrate on sharing what you know.
5. Use comfortable, but purposeful posture and body movements.
6. Dress so you feel good about yourself when delivering the speech. Confirm your dress is appropriate for your topic.
7. Be comfortable with appropriate silence and pauses.
8. Practice, practice, practice. But do not memorize it! 

© Robert T. Pocock
### TUESDAY NIGHT CLASS

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS</th>
<th>CHAPTER</th>
<th>LEAD PRESENTER</th>
<th>BACK UP PRESENTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/10</td>
<td>1</td>
<td>1</td>
<td>Mr. Pocock</td>
<td>None</td>
</tr>
<tr>
<td>1/17</td>
<td>2</td>
<td>2</td>
<td>Phoebe Booth</td>
<td>Caleb Walcott</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>Jennifer Carr</td>
<td>Sarah Werkman</td>
</tr>
<tr>
<td>1/24</td>
<td>3</td>
<td>10</td>
<td>Stuart Cozzens</td>
<td>Megan Werley</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>Marie DePetris</td>
<td>Kevin Butterfield</td>
</tr>
<tr>
<td>1/31</td>
<td>4</td>
<td>7</td>
<td>Lauren Engel</td>
<td>Jennifer Carr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>Kelly Hill</td>
<td>Stuart Cozzens</td>
</tr>
<tr>
<td>2/7</td>
<td>5</td>
<td>6</td>
<td>Jillian Koestner</td>
<td>Marie DePetris</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>Ashley O’Shaugnessey</td>
<td>Lauren Engle</td>
</tr>
<tr>
<td>2/21</td>
<td>6</td>
<td>3</td>
<td>Nicole Pach</td>
<td>Kelly Hill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
<td>Steven Palma</td>
<td>Jillian Koestner</td>
</tr>
<tr>
<td>2/28</td>
<td>7</td>
<td>5</td>
<td>Christopher Rinek</td>
<td>Ashley O’Shaugnessey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
<td>Matthew Schreiber</td>
<td>Nicole Pach</td>
</tr>
<tr>
<td>3/7</td>
<td>8</td>
<td>15</td>
<td>Michael Vermerris</td>
<td>Steven Palma</td>
</tr>
<tr>
<td>TBD</td>
<td>TBD</td>
<td>4</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

- more -
Page Three
Chapter Lecture Assignments

Chapter 1—Studying Public Speaking in Higher Education

I. Why take a speech class?
   A. Personal survival
   B. Public good

II. Tonight I want to introduce this course by answering three questions.
   A. Why do we study public speaking?
   B. How does the speechmaking process work?
   C. What are the responsibilities of the speaker?

III. Why do we study public speaking?
   A. Because there is a need.
      1. A social imperative (studied, practiced)
      2. A consumer imperative (listen, evaluate)
      3. An intellectual imperative (liberal arts)
   B. Because this is a safe place.
      1. Stretch yourself
      2. Practice.
      3. Critically listen.
   C. Because it brings people together (orality).

IV. How does the speechmaking process work?
   A. It’s interactive (transactional)
   B. It has five components:
      1. Speaker
      2. Message
      3. Audience
      4. Feedback
      5. Context

V. What are the responsibilities of the speaker?
   A. You must be ethical (ethos)
      1. Good sense
      2. Good will
      3. Good morals
   B. You must identify shared values or morals.
      1. Skyhook Principle
      2. Be true to your self.
   C. You must be organized.
      1. Introduction
      2. Body
      3. Conclusion

VI. Why take a speech class?

-end-