

## SUGGESTED INFORMATIVE TOPICS:

Choose one of the following topics or submit one of your own for approval. Narrow the topic. This suggestion list includes broad topic areas. Do not try to cover the whole topic in the allowed time.

### **Language**

Semantics (word meaning)	Baby Sign Language
Dialect (varieties of language)	American Sign Language
Jargon (technical terminology)	Learning a Second Language
Language acquisition in children (0 – 6 years)	Multilingualism
Euphemisms (Ex. “pass away” instead of “die”)	Transliteration (word vs. meaning)
Colloquialisms	

### **Personality**

self-concept/self esteem (check Psychology, Sociology literature)  
self-disclosure (check Communication, Psychology literature)  
shyness, communication apprehension (check “bashfulness”)  
assertiveness  
leadership styles (Check Psychology, Communication, Business Education)  
conflict styles (Check Communication- mediation, Law, Psychology)

### **Nonverbals**

eye contact	gestures and posture
facial expression (excluding eye contact)	first impressions (ex.: interviews)
body movements (kinesics)	first impressions (courtship)
territorial space and/or personal space (proxemics)	appearance
touch (haptics)	paralanguage
cultural differences in body language	use of color (ex. in advertising)
artifacts (jewelry, tattoos)	color wheel (power colors)

### **Voice**

how voice is produced  
steps to improving voice diction  
phonetics (study of the sounds of spoken language)  
accent reduction

### **Speech and Language disorders**

Stuttering (definition, causes, symptoms, treatment)	Laryngectomy (speaking w/o voice box)
Speech of cerebral palsied people (breathing, voice, language, hearing, and articulation)	Communicating with Autistic children
Aphasia (language problem resulting from head injury or stroke)	Communicating with Autistic adults
Cleft palate and speech problems	

### **Hearing Impairment**

Types of hearing impairment	Cochlear Implants
Ways hearing impaired people communicate	Accommodating hearing loss in classroom
Ways to recognize hearing loss	Accommodating hearing loss in workplace
Mechanics of hearing (parts of ear)	Relay North Carolina
Captioned Telephones/CapTel	Alerting devices to improve communication

### **Work-related communication**

Communication on the job interview (verbal or nonverbal)	
Communication in job performance evaluations	Conflict resolution/Mediation at work
Communication in corrective interviews	Leadership communication
Communication styles in business	Facilitating groups
“Power communication” in dress attire	Building team cohesion
Problem-solving	Mediation

## Informative Speech: Research Requirements

- Present a 5-6 minute informative speech about a communication related topic that interests you (for example, nonverbal communication, gender differences and communication). Please see your Student Booklet for even more topic ideas. **Importantly, you must select a Communication topic.** Speeches under 3 minutes will result in a non-passing grade.
- Turn in a typed full sentence outline prior to your presentation. You must turn in your typed full-sentence outline to your instructor prior to your presentation in order to give your Speech.
- Be sure that your Introduction includes an: attention device, central idea, credibility statement and preview of main points. Make sure you have transition statements between each main idea in the Body of your speech. Your Conclusion should consist of a summary and final thought. See the Gender Differences Outline for an example to follow. (ASSIGNMENTS).
- The body of your speech may include a chronological, spatial or topical arrangement style. The body of your speech must have supportive evidence (i.e., statistics, fact, examples, and/or stories). Verbally cite your sources during the body of your speech to establish ethos. You receive points for this!
- You may use index cards to guide your presentation. Remember, reading from your cards will result in a non-passing grade. Just write key ideas on your index cards.
- You must cite at least three sources in your reference section Please make sure you give full-reference citations (e.g., what are the qualifications of the author, how current is your text, what is the quality of the publication). You will receive extra credit for using MLA reference citations! Use the CPCC databases! Just click on the Library link!
- Five or more power point slides are required. Please save slides tot CD's , flashdrives or your CPCC email! You must be able to run the slides on the computer independently. You are graded upon the content, delivery and format of your slides. See the Power Point rubric within the Informative Speech Folder!
- Review the Informative evaluation form so you know how you will be evaluated for this speech!
- Have fun! Remember to focus on the message and prepare. Begin your library search now!

## Self Assessment

- Write a self-assessment which evaluates your performance as a speaker via Discussion Board. Please discuss your strengths and weaknesses as an orator. Post your assessment on the assigned Discussion Board Forum after your presentation. Please contact me if you have any questions. [karen.schwabe@cpcc.edu](mailto:karen.schwabe@cpcc.edu). Have fun and enjoy the process!

## Sample Outline

### Introduction

- I. Attention-Getter:** Have you ever thought about what the sun and moon would say to each other if they were given an opportunity to communicate? While the sun and moon preside in the same galaxy, there is a good chance they do not see the world in the same way; perceptions of the world appear to be as different for men and women.
- II. Central Idea** According to Marilyn Sachs of Family and Consumer Services at Ohio State University, men and women communicate differently.
- III. Credibility:** In preparation of this speech, I read numerous articles on the subject, conferred with my spouse about some of the readings, and like the rest of the world, I try to understand how the opposite sex sees the world.
- IV. Preview of Points:** Today, I am going to highlight a few research findings that interested me when I was researching gender communication differences at home, at work, and at play.

(**Transition:** Let us take a peek into the everyday lives of Jane and John Doe at home.)

### Body

- I. Jane and John Doe's gender differences are observed at Home.**
- A. According to several researchers but perhaps most notably, Dr. Deborah Tannen, John and the other males of the world do what is known as "report talk" conveying facts and solving problems.
    - 1. Males think of their homes as a place to retreat and relax, meaning no talking.
    - 2. Males tend to play the role of a lecturer—like a superior—or a teacher.
  - B. Jane and the other females engage in what is called "rapport talk" consisting of establishing and nurturing relationships.
    - 1. Females view home as a time to talk intimately and often.
    - 2. Females tend to play the role of a listener—more inferior—similar to a student.

(**Internal transition:** Let us now look at our couple at work.)

- II. Jane and John Doe's gender differences are evident at Work.**
- A. John and the other males like to give direct orders.
  - B. Jane and her female counterparts soften their demands and make indirect statements in an effort to keep harmony.
  - C. Males ask questions to gather information only.
  - D. Jane and the other women ask question to gather information like the males but to also show interest.

(**Internal transition:** Let us now look at the last section, at play.)

- III. Jane and John's gender differences can be seen at Play.**
- A. At play, John and his male counterparts like to engage in rough-and-tumble sports, such as wrestling which require group level competitive play and skill.
  - B. Jane and the other women will engage in play parenting, playing house and engaging in domestic tasks.
  - C. Males are more object-oriented and will work with inanimate mechanical objects or construction where they take things apart and put them back together.
  - D. Females gravitate towards puzzles, coloring, molding clay in their younger years.

(**Transition:** We have completed the overview of the gender differences; let us review.)

### Conclusion

#### I. Summary

- A. In conclusion, there are many male and female differences which continually arise at home, at work, and at play.
- B. Males talk to send and retrieve information while females use talking to create relationships.
- C. Males tend to give direct orders when in managerial positions while females find a way to soften their requests.

#### II. Clincher (Final Thought)

As Emuna Braverman says in her article, "Male and Female, He created Them" and I quote,

“Only through mutual respect, through appreciation of our differences, and through the desire to grow from them will we be able to build a harmonious home that harnesses the tremendous power of a man and women working together.”

## **Bibliography**

Braverman, Emuna. (2001). “Male and Female: He Created Them.” Aish.com <12/07/2001>

Geary, David C. “Male-Female Sexual Selection and the Evolution of Human Sex Differences.” Roadrunner <12/07/2001> <http://www.human-nature.com/books/geary7.html>

Sachs, Marilyn A. “Male/Female Communication Styles.” Ohio State University Extension Fact Sheet. <12/05/2001> <http://ohioline.osu.edu/hyg-fact/5000/5280.html>

Tannen, Deborah. (1990). You just don't understand. NY: Ballantine Books.

Thiederman, Sondra. “He Said, She Said: Differences to be Admired.” <12/07/2001> <http://equalopportunity.monster.com/articles/admired/>

## **List of Visual Aids**

- 1 Overhead transparency Main Points: At Home, At Work, At Play
- 3 Overhead transparencies of subpoints for each main point

# INFORMATIVE SPEECH EVALUATION

Name \_\_\_\_\_  
Topic \_\_\_\_\_

Date \_\_\_\_\_  
Time \_\_\_\_\_

## Choice of topic

	Poor	1	2	3	4	5	Very Good
1. Submitted speech properly							
2. Topic appropriate; sufficiently narrowed							
3. Meets time requirements							

## Organization

4. Introduction (attention-getting)							
5. Clear central idea, credibility and preview of points							
6. Main ideas clear and logically arranged							
7. Clear transitions between points							
8. Conclusion (summary and closing statement)							

## Content

9. Good supporting materials used							
10. Related to audience							
11. Cited 3 sources appropriately							
12. Exhibited Knowledge of Topic							

## Delivery

13. Eye contact							
14. Appropriated language and grammar							
15. Vocal inflection, rate and volume							
16. Pronunciation and articulation							
17. Posture , gestures, movement							

	1	2	3	4	5	6	7	8	9	10
Power Point Rubric										
Outline										

Total points \_\_\_\_\_ Letter grade \_\_\_\_\_

Areas of Strength –

Areas for Improvement-

# Use of PowerPoint in Presentations

Your instructor may use this rubric to evaluate your PowerPoint presentations.

	<b>4 Above expectations</b>	<b>3 Meets expectations</b>	<b>2 Below expectations</b>	<b>1 Unsatisfactory</b>
<b>Format</b>	<ul style="list-style-type: none"> <li>Planned layout well</li> <li>Used blank slides appropriately</li> <li>Font formats (e.g., size, color, bold, italic) carefully planned to enhance readability and content</li> <li>Background complemented content</li> </ul>	<ul style="list-style-type: none"> <li>Layout of slides was adequate</li> <li>Most of the time used blank slides where appropriate</li> <li>Font formatting and background have been planned to complement the content</li> <li>Readable</li> <li>Contains no grammar or spelling errors</li> <li>Images, when used supported presentation</li> </ul>	<p><b>Speaker had one or two problems such as:</b></p> <ul style="list-style-type: none"> <li>Content on some slides was crowded or confusing</li> <li>Font formatting somewhat complements the content</li> <li>May be a little difficult to read</li> <li>Grammar or spelling errors</li> <li>Background somewhat distracting</li> </ul>	<p><b>Speaker had problems with two or more of the following:</b></p> <ul style="list-style-type: none"> <li>Content was crowded or confusing</li> <li>Displayed content when not used</li> <li>Font formatting makes reading difficult</li> <li>Grammar or spelling errors</li> <li>Background is distracting or inappropriate</li> </ul>
<b>Content **</b>	<ul style="list-style-type: none"> <li>Each slide is attractive</li> <li>Serves as visual reminder of content</li> <li>Images, when used, added impact to presentation</li> <li>Does not use any sentences or paragraphs</li> </ul> <p>(Note: If used, quotations were used appropriately)</p>	<ul style="list-style-type: none"> <li>Each slide is attractive</li> <li>Has sufficient content, appropriate to the slide subject</li> <li>Images, when used, supported presentation</li> <li>May use some sentences or paragraphs</li> </ul> <p>(Note: If used, quotations were used appropriately)</p>	<ul style="list-style-type: none"> <li>Slides contain sentences and/or paragraphs on most slides</li> <li>Slides may contain excessive content</li> <li>Too many or too few slides</li> <li>Speaker may tend to rely on slides for content</li> <li>Images may be distracting or excessive content may not support presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Slides contain sentences and paragraphs on all or most slides</li> <li>Images were inappropriate or distracting – or – pictures were needed but not used</li> <li>Excessive content distracts the audience from the speaker's message or allows the speaker to only read text.</li> </ul>
<b>Technology integrated into presentation</b>	<ul style="list-style-type: none"> <li>Speaker set up, began and moved through slides smoothly</li> <li>Effectively moved through presentation</li> <li>Did not distract audience by displaying slides when not used</li> </ul>	<ul style="list-style-type: none"> <li>Speaker set up, began and moved through slides with <i>minimal</i> problems</li> <li>Little or no distractions in use of slides</li> </ul>	<p><b>Speaker had one or two problems such as:</b></p> <ul style="list-style-type: none"> <li>Setting up for presentation</li> <li>Use of mouse or remote</li> <li>Distracting use of cursor</li> <li>Distracted audience by displaying materials at wrong time or failing to move to next slide while continuing presentation</li> </ul>	<p><b>Speaker had more than two problems such as:</b></p> <ul style="list-style-type: none"> <li>Difficulty opening files</li> <li>Used mouse or remote poorly to move through presentation</li> <li>Distracted audience by displaying materials at wrong time or failing to move to next slide while continuing presentation</li> </ul>
<b>Delivery using technology</b>	<p><b>Speaker:</b></p> <ul style="list-style-type: none"> <li>Brings additional explanation and information to the slides</li> <li>Appears to know the subject very well</li> <li>Has strong eye contact</li> </ul>	<p><b>Speaker:</b></p> <ul style="list-style-type: none"> <li>Adds information to the slides</li> <li>Appears to know the subject</li> <li>Has adequate eye contact</li> </ul>	<p><b>Speaker:</b></p> <ul style="list-style-type: none"> <li>Occasionally refers to slides and may add little to them</li> <li>Appears a little uncertain at times.</li> </ul>	<p><b>Speaker:</b></p> <ul style="list-style-type: none"> <li>Reads constantly from slides</li> <li>May have difficulty reading slides and/or appears not to know the information</li> </ul>

\*\*When using embedded video files, videos should be proportional to speech time limits – check with your instructor for guidelines and/or approval.

Total Points \_\_\_\_\_