

Let's Get Acquainted Tour

Directions: Visit one of the communication labs to find the answers to the questions below. If you have any questions, please feel free to talk to any tutor or instructor on duty.

1. Where are the communication labs located?
2. What are their hours?
3. Do I need to make appointments for my visits? ____ Yes ____ No
4. What does the lab offer students, in general?
5. What did I find at the lab that I could use for my speeches?
6. If I am worried about giving my speech, how can the lab help me?
7. Scavenger Hunt:
 - Find an APA or MLA citation builder on the internet. List the URL here:

 - Find your college's or university's library website. Search for articles on the topic of "Being Left Handed." Write the title of at least one article here:

 - Find your college's or university's communication lab website. What resources are available to students on this site?

 - Where are the Communication Journals located in the lab?

Instructor/Tutor Signature

Date/Time

Audience Analysis

Audience analysis is the central component of the entire speech-making process. It affects every step including the selection of the topic, development of the central idea, choice of language, organizational pattern and construction, and delivery. The more one knows about the audience, the better they can cater their message to the audience's expectations. To best analyze the audience, begin with overall audience demographics, but be careful not to stereotype. Next, consider the differences and similarities that the audience members share with you. Common ground is crucial because it is the ongoing relationship or connection you have with your audience. The more you are able to establish common ground with your audience, the better your chances of achieving your speaking purpose.

Directions: Please watch Maya Angelou's eulogy from Coretta Scott King's funeral. You can use YouTube to find this speech. After watching Angelou's eulogy, please respond to the following questions (you may need to watch the performance more than once):

1. What was the general make-up of the audience for this speech?
2. How did Maya Angelou establish common ground (values) with her audience?
3. Did Angelou address any similarities or differences with her audience?
4. What delivery techniques did Angelou use to effectively deliver her message?

Instructor/Tutor Signature

Date/Time

A.U.D.I.E.N.C.E.

Analyzing your audience will help you to develop a targeted presentation.

Directions: Consider your audience for an upcoming speech, and answer the following questions about that audience. After answering each question, discuss how you will adapt your content based on each response.

A	Analysis: Who is attending your presentation: <input type="checkbox"/> Students/Peers <input type="checkbox"/> Instructors <input type="checkbox"/> Clients <input type="checkbox"/> Colleagues	
U	Understanding: What knowledge does your audience already have on this subject? What is their educational level and how much insight do they have?	
D	Demographics: What is the age, sex, educational background, nationality, etc. of your audience?	
I	Interest: What prior interest does your audience have on your topic? How might they be invested in the information? How can you maintain interest throughout the presentation?	
E	Environment: How will the room be set up? Where will you stand? What aids will you use?	
N	Needs: What does the audience NEED from you? What are your needs (what do you want to accomplish?)	
C	Customization: How will you adapt your speech to THIS particular audience?	
E	Expectations: What does the audience expect to learn or know after my speech? How can my speech BENEFIT the audience?	

Adapted from: Laskowski, L., *A.U.D.I.E.N.C.E. Analysis: It's Your Key to Success*, 4/10/2008

General Purpose, Specific Purpose, and Thesis Statement

The General Purpose of your speech can be to inform, to entertain, to honor, or to persuade.

The Specific Purpose statement is what you want your audience to do, think, feel or remember. It should begin with "After hearing my speech, the audience will..."

For example: *"After hearing my speech, the audience will know more about the symptoms and effects of the Zika virus."*

The Thesis Statement is a single declarative sentence that is the central idea of the speech.

For example: *"The Zika virus is a mosquito-borne illness that causes serious birth defects."*

Directions: For each specific purpose statement given, write the general purpose of the speech (to inform, entertain, honor, or persuade). Then, construct a possible thesis statement for that speech. To construct a thesis statement you must think through the main points of the speech first.

1. After hearing my speech, the audience will understand more about the benefits of breastfeeding.

The general purpose statement for this speech is to _____

A possible thesis statement would be _____

2. After hearing my speech, the audience will know why Genetically Modified Organisms (GMOs) are harmful.

The general purpose statement for this speech is to _____

A possible thesis statement would be _____

3. After hearing my speech, the audience will know five ways to reduce their carbon footprint.

The general purpose statement for this speech is to _____

A possible thesis statement would be _____

General Purpose, Specific Purpose, and Thesis Statement

4. After hearing my speech, the audience will write a letter to their senator in support of legislation to stop human trafficking in our state.

The general purpose statement for this speech is to _____

A possible thesis statement would be _____

5. After hearing my speech, the audience will know more about xenophobia (the fear of people different than ourselves).

The general purpose statement for this speech is to _____

A possible thesis statement would be _____

6. After hearing my speech, the audience will know more about new breakthroughs in stem cell research.

The general purpose statement for this speech is to _____

A possible thesis statement would be _____

7. After hearing my speech, the audience will edit their social networking profiles to make them more professional.

The general purpose statement for this speech is to _____

A possible thesis statement would be _____

8. After hearing my speech the audience will know more about why pennies are bankrupting our economy.

The general purpose statement for this speech is to _____

A possible thesis statement would be _____

General Purpose, Specific Purpose, and Thesis Statement

9. After hearing my speech, the audience will understand the contributions Sally Ride made for women in the space program.

The general purpose statement for this speech is to _____

A possible thesis statement would be _____

10. After hearing my speech, the audience will know how to line-dance and want to get up and try it.

The general purpose statement for this speech is to _____

A possible thesis statement would be _____

Instructor/Tutor Signature

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Introductions and Conclusions Reference Sheet

Parts of an Introduction

- 1. Open with Impact:** Develop an opening statement that commands attention and draws the audience into your topic. Use techniques such as:
 - Rhetorical questions
 - Quote
 - Anecdotal story
 - Startling facts or statistics
 - Reference to an event, occasion, or personal account
 - Puzzle or a riddle
- 2. Relate the topic to your audience** and give listeners a reason to care about your subject. Why is the topic so important to your audience? How might listeners benefit from the information you will provide? What human emotions will your topic evoke?
- 3. Establish speaker credibility:** Include a statement about the research you conducted or your expertise on the topic. Give the audience a reason to believe you.
- 4. Thesis or central idea of speech:** Craft a single declarative sentence that is the central idea of your speech.
- 5. Preview statement:** Tell the audience what the main points of the speech are going to be, and then use a transitional word or phrase to signal to the audience you are moving into the first main point.

Parts of a Conclusion

- 1. Signal the Closing:** Use a transitional statement or word such as “in conclusion, to summarize, or to wrap up” linking the body of the speech to the conclusion.
- 2. Summarize the main points** in a review statement.
- 3. Restate the thesis:** Remind the audience of your central idea.
- 4. Close with impact:** Use techniques similar to those used in the intro, for example:
 - Refer back to the “open with impact” (story, fact, riddle, quote, etc.)
 - Ask a startling question
 - Conclude with a quote
 - Complete an anecdotal story
 - Make your final appeal to the audience in a persuasive speech

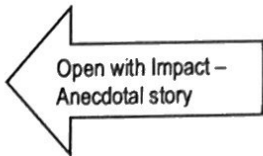
Introductions and Conclusions Activity

Directions:

1. Refer to the introductions and conclusions reference sheet.
2. Note the FIVE parts of the introduction and the FOUR parts of the conclusion.
3. For each of the introductions and conclusions below, identify (by underlining or highlighting) and LABEL EACH PART.
4. If a part of the introduction or conclusion is not included, list those missing components in the space provided.

Example:

"Lucy, I am home." This is one of TV's most memorable quotes in all of television history.



Open with Impact –
Anecdotal story

Introduction

1. Johanna Silver Gordon was a healthy and active woman. She ate a heart-healthy diet, exercised regularly, but above all she was diligent in receiving an annual Pap smear and mammogram. To everyone, she appeared to be in the best of health. Naturally, she was alarmed after a few weeks of minor gastrointestinal issues—and made an appointment with her doctor. There she was informed that she had Stage 4 ovarian cancer. At age 55, this mother of two was told that she had less than three years to live.

Which part(s), if any, are missing?

Conclusion

2. In the last 9 minutes, we've explored ovarian cancer, the deadly problems associated with the disease, and analyzed solutions to break the silence. In the last 9 minutes a woman has been diagnosed with ovarian cancer. A woman like the mother of Rene Rossi, who in the last months of her life told her daughter, "You must do something about this disease." In the past 9 minutes you have been given the power to do just that. Do it for the women in our lives—your mothers, your daughters, your loved ones. Shout out this silent killer.

Which part(s), if any, are missing?

Adapted from: Viqar Mohammad, Ovarian Cancer: Breaking the Silence. Public speaking: An Audience Centered Approach. (7th ed.). Beebe, S.A. & Beebe, S. J. Pearson. p. 46

Introductions and Conclusions Activity

Introduction

3. *Imagine that you sign up for your school's blood drive and when you arrive, you are told by the doctors you're not allowed to donate blood because of your sexual orientation. How would you feel? Many people in this room have donated blood, but some of us are prohibited by law. People should not have the right of donating blood taken away because of their sexual orientation. Today, I am going to share with you what the Gay Blood Ban is, why you should not support it, and some possible solutions.*

Which part(s), if any, are missing?

Conclusion

4. *In conclusion, I have told you about the Gay Blood Ban, why you should not support it, and some possible solutions. People should not have the right of giving life through blood donation taken away because of their sexual orientation because it's discriminatory. I'd like to leave you with this final quote from John E. Lewis, "We cannot keep turning our backs on LGBTQ Americans. I have fought too hard and too long against discrimination based on race and gender to not stand up against discrimination based on sexual orientation."*

Which part(s), if any, are missing?

Sydney Flanagan, "Gay Blood Ban," Ohlone College.

Introduction

5. *Seventy percent of Earth's surface is covered in water, and marine life depends on that water to survive. Imagine yourself stranded on an island with no shelter and no shade. That's what some marine animals are going through at the moment. As an Environmental Studies major, I am interested in climate change science which led me to look into its effects on the ocean environment and marine organisms and that's when I came across ocean acidification.*

Which part(s), if any, are missing?

Introductions and Conclusions Activity

Conclusion

6. *In closing, Ocean acidification is an important issue that needs to be addressed. The increase in CO₂ leading to increasingly acidic oceans are threatening marine life and ultimately human life. Biodiversity is at risk and our relationship with the ocean environment is important. I want to end on this quote, "We are tied to the ocean and when we got back to the sea, whether it is to sail or to watch it, we are going back from whence we came." John F. Kennedy*

Which part(s), if any, are missing?

Chris Moreno, "Ocean Acidification," Ohlone College.

Instructor/Tutor Signature

Date/Time