

Informative Speech Outline

Due: 11:59 p.m. EST, Sunday of Unit 6.

Total Points: 70

Project Overview:

This project consists of two parts: a written outline and a presentation video. You will develop a detailed outline in preparation for your speech, then present an informative speech on the topic of your choice. Your outline will be submitted through the unit assignment link. The outline for the speech is due in week 6 and the video presentation is due in unit 7.

Outline Instructions:

You should address the following elements in your informative speech outline:

General Information

1. Title/Topic
2. General Purpose
 - a. The general purpose of any speech will be to either inform, persuade or entertain
3. Specific Purpose
 - a. The specific purpose is a one-sentence statement that includes the objective you want to accomplish in your speech.
 - b. A good specific purpose statement is audience centered, agrees with the general purpose, addresses one main idea, and is realistic.
 - c. Try beginning your specific purpose with, "By the end of my speech, the audience will be better informed about...."
4. Thesis Statement
 - a. The thesis statement is a one sentence summary of the central idea of your speech that you either explain or defend.
 - b. A good thesis statement is declarative, agrees with your general and specific purpose, and focuses and narrows your topic.

Introduction

1. Attention Getter
 - a. You can use humor, cite a startling fact/statistic, use a quotation, ask a question, or tell a story.
 - b. Be sure your attention getter is appropriate for the topic and audience.
2. Introduction of Topic
 - a. This should be a one-sentence statement and should come early in the introduction of your speech.
3. Credibility and Relevance

- a. Mention any training, expertise, credentials, firsthand experience, or personal interest related to your topic.
 - b. Tell the audience why they should care about your speech! Be sure the audience understands the benefits of listening and the relevance of the information to them.
4. Preview Statement
 - a. The preview statement should narrow your introduction of the topic down to the main ideas you will focus on in your speech.
 - b. The preview statement should be one sentence and preview the main points in the same sequence/order you discuss them in your speech.
5. Transition Sentence
 - a. This should be the transition sentence you plan to use to move into or introduce the first main point in the body of your speech.

Body

1. Main Point #1
 - a. Supporting Materials/Evidence
 - b. Supporting Materials/Evidence
 - c. Transition Sentence
2. Main Point #2
 - a. Supporting Materials/Evidence
 - b. Supporting Material/Evidence
 - c. Transition Sentence
3. Main Point #3
 - a. Supporting Materials/Evidence
 - b. Supporting Materials/Evidence
 - c. Transition Sentence

Conclusion

1. Transition to Conclusion and Summary of Importance
 - a. This is the “take-away” message, or other place where you can answer the “so what?” question.
 - b. This can often be a rewording of your thesis statement.
2. Review of Main Points
 - a. The review of main points is very similar to the preview of main points in the introduction.
3. Closing Statement
 - a. Do not put an artificial end to your speech! (“that’s all I have” “that’s it” “thank you”)
 - b. The closing statement should relate to the overall speech and should provide some “take-away” message that may leave an audience thinking about your topic.

References

1. List a minimum of three academic references/sources you will use in proper APA format.

Visuals

1. List what visuals you plan to use and how they will be incorporated/integrated into your speech.

Evaluation Rubric for the *Informative Speech Outline*

Informative Speech Outline 70 points				
CRITERIA	Needs Work	Satisfactory	Proficient	Exemplary
	0-5 points	6-7 points	8-9 points	10 points
General Information	Elements of the general information section are missing or unclear. Thesis statement is not declarative and does not connect with general and/or specific purpose.	Student lists general information about the speech (title, general purpose, specific purpose) but may have used incorrect format or lacks clarity. Thesis is weak and does not connect with general and/or specific purpose.	Student lists title, general purpose, specific purpose, and thesis. Thesis may need to be stronger or more declarative in order to connect more clearly to the general and specific purpose.	Student lists title, general purpose, specific purpose, and thesis in a clear manner. Thesis is well developed, declarative, and agrees with general and specific purpose.
Introduction	Student is missing elements in the introduction section. The attention getter is not clear or lacks creativity or connection to the topic. Student does not provide a preview of three main points or they lack clarity and connection to the topic. Student does not provide a transition sentence.	Student includes an attention getter but is missing some of the other elements in the introduction section, such as a credibility or relevance statement. Student does not clearly preview three main points of the speech and/or lacks a strong transition into the body of the presentation.	Student introduces the topic by using an attention getter but may need more creativity. Student references their credibility and highlights relevance to the audience but may be missing minor details. Student previews three main points and includes a transition sentence leading to the body of the presentation.	Student clearly introduces the topic by using a creative attention getter, indicating their credibility, and highlighting relevance to the audience. Student clearly previews three main points in one sentence and has a strong transition sentence leading to the body of the presentation.
	0-20 points	21-24 points	25-29 points	30 points
Body of Speech	Student does not provide adequate and credible supporting materials/evidence for each main point. There is no detail or supporting information to validate main points, sources are not credible, and student is missing	Student provides some supporting materials/evidence for each main point but they are brief, may lack a clear connection to the main point, or come from questionable sources. Student does not include a transition sentence to lead into the next main point.	Student provides two pieces of supporting evidence (from credible sources) for each main point but may be missing minor details or have minor errors in citations. Student needs a stronger transition sentence leading to the next main point.	Student provides two pieces of strong and clear supporting evidence for each main point previewed in the introduction. Student uses credible sources, cites them properly. Student includes a strong transition sentence to lead into the next main point.

	transition sentences.			
	0-5 points	6-7 points	8-9 points	10 points
Conclusion	Student doesn't include a transition to the conclusion, review the main points of the speech or end in a memorable way. Elements of the conclusion are missing, confusing, or don't have a connection to the topic.	Student doesn't include a clear transition to the conclusion and/or doesn't review main points of the speech in an effective way. Student doesn't include a closing statement or the closing statement is too generic and doesn't tie up the presentation and provide a "take away" for audience.	Student transitions to the conclusion, reviews the main points of the speech, and includes a closing statement. Elements may need a little more creativity or clarity.	Student clearly transitions to the conclusion, reviews the main points of the speech in a creative and effective way, and includes a closing statement is memorable and powerful.
	0-2 points	3 points	4 points	5 points
References	Student less than the required 3 academic references, there are significant errors in APA style, or this section is missing all together.	Student includes less than the required 3 academic references or the references are questionable in terms of credibility. There are errors in APA style.	Student includes 3 credible academic references but may have minor errors in APA citations.	Student includes 3+ credible academic references and cites them in proper APA style.
	0 points			5 points
Visuals	Student does not provide a plan for how they will incorporate visuals into the presentation.			Student provides a clear plan for how they will incorporate visuals into the presentation.