

## 为中国学习者精心雕琢的经典教材 《演讲的艺术》第十版（中国版）

在国际上被誉为“演讲圣经”的《演讲的艺术》自1983年出版以来，始终高居美国演讲教科书销售榜首。目前全球上千所大学使用本书作为演讲课教材，数千万读者因为本书而受益终生。

斯蒂文·E. 卢卡斯博士（Dr. Stephen E. Lucas）是演讲学领域的国际权威学者，也是演讲与交流艺术的实践者。卢卡斯博士为中国英语演讲学习者“量身定制”的《演讲的艺术》（中国版）既保留了原书精髓，又融入了中国特色，更具实用性与适用性。

**《演讲的艺术》（中国版）教师用书充分考虑国内高校演讲课教学需要，提供有效教学指导，引导教学理念创新，具有以下特色：**

- 详细介绍教材编写理念与教学目标，有助于教师制定教学计划，选择教学材料；
- 紧扣教材内容，提供教学建议，阐释重点概念，解析课后练习，提高教学效果；
- 专门收录两套完整的课程大纲与教学计划样本，方便教师参考和备课；
- 补充更多练习与点评，体现时代热点，贴近中国文化，进一步培养学生的文化意识、创新精神与思辨能力；
- 提供演讲视频光盘，包含演讲改进实例等精彩视频，并附有演讲评估表、学生练习单和期末试题等实用工具。

Taken together, the book, the *Teacher's Manual*, and the DVD of student speech videos that accompanies the book constitute an integrated teaching and learning system for English public speaking. Each element in the system is linked with the other elements, and each adds value for teachers and students alike.

—Stephen E. Lucas

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# Preface

This manual is a guide to teaching from *The Art of Public Speaking, 10th Edition, Specially Adapted for Chinese Readers*. It offers guidance and resources for teachers who are using *The Art of Public Speaking* in their English public speaking classes.

The growth of such classes in China is a remarkable phenomenon. Only a few years ago, there were very few classes in the subject. Today there are more than one hundred, and the number continues to grow. At many schools, *The Art of Public Speaking* is the textbook of choice. It is being read by students throughout China, and I am very pleased to be able to furnish this manual for the teachers who are guiding them.

Taken together, the book, the *Teacher's Manual*, and the DVD of student speech videos that accompanies the book constitute an integrated teaching and learning system for English public speaking. Each element in the system is linked with the other elements, and each adds value for teachers and students alike.

This is the first such teaching and learning system in China for English public speaking. In future, the system will be developed further with additional supplementary materials and resources.

In Part One of this manual, you will find an introduction to *The Art of Public Speaking*. Written by Professor Yin Suya, of Richard Stockton College of New Jersey, the introduction provides an insightful overview of the book and of four major kinds of speech assignments.

In Part Two, I provide a detailed course syllabus and sample teaching plan. The syllabus focuses on three primary speech assignments—introductory, informative, and persuasive—plus a number of shorter speeches.

The teaching plan is based on a class enrollment of twenty to thirty students, and it assumes that instruction will proceed primarily on the basis of class discussion and activities, rather than on the basis of lecture and recitation. If you are teaching a large class, you should be able to utilize many of the assignments and activities covered in the teaching plan, but, of course, you will need to adapt them to the number of students.

Regardless of whether you are teaching a small class or a large one, I do not anticipate that you will have time to include everything that I discuss in the sample teaching plan. My intent is to provide a rich buffet of options that will allow you to pick and choose those options most appropriate for your students, class size, and teaching methods.

Part Two also supplies a course syllabus and a sample teaching plan from Professor Yin Suya. The sample teaching plan covers some of the same materials as mine, but it is briefer and more concise. Teachers may want to combine elements of the two plans when constructing their classes.

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Part I

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**Introduction to**  
***The Art of Public Speaking***

# 《演讲的艺术》（中国版）使用说明

## 本教程的教学宗旨

《国家中长期教育改革和发展规划纲要》（2010—2020年）（以下简称《纲要》）明确指出，中国要“借鉴国际上先进的教育理念和教育经验，促进我国教育改革发展，提升我国教育的国际地位、影响力和竞争力。适应国家经济社会对外开放的要求，培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际化人才。”

根据《纲要》的精神，外研社引进了美国最具权威性的高校演讲教材《演讲的艺术》，并为中国读者专门改编出版了该教程的中国版。《演讲的艺术》（中国版）旨在培养中国大学生英语演讲的整体水平，增强中国大学生跨文化交流的能力，促进中国大学生了解西方文化的积极性，激发中国大学生对外传播中国文化的热情。

## 本教程的核心成分

本教程的核心成分是四个演讲作业，每个演讲作业都包含写作和演示两大步骤。这四个演讲作业依次是介绍性演讲（Chapter 3, Giving Your First Speech）、说解性演讲（Chapter 13, Speaking to Inform）、说服性演讲（Chapter 14, Speaking to Persuade）和纪念性演讲（Chapter 15, Speaking on Special Occasions）。教程的其他章节则为完成这四个演讲作业提供了必要的辅助指导。下面就逐一介绍这四个演讲作业的具体要求以及同每一个演讲作业相关的其他章节。

### 一、介绍性演讲

#### 1. 作业介绍

介绍性演讲是本教程的第一个演讲作业，在课本第43页 Exercises for Thinking and Speaking 3-4 中有简单的介绍。在教程中这个演讲作业被称为“第一个演讲”（Your First Speech）。这个作业要求学生逐字逐句地写出一篇演讲稿来介绍自己或班上的一位同学，演讲稿的长度应不少于300个单词。在按要求准备好演讲稿后，学生要在班上作一个两分钟的介绍性演讲。这项作业的演讲稿分数占总分的70%，演示分数占总分的30%。

#### 2. 教学指导

学生完成这项演讲作业的第一步是熟读课本第3章（Chapter 3, Giving Your First Speech），并完成所有相关的练习。教师可以充分利用教师用书提供的教学策略、补充练习和范文点评来帮助学生尽快领会作业的要求和所要达到的水准。



and Speaking 4 中有简单的介绍。学生在这个演讲中可以介绍一个物件，也可以解释一个概念，描述一个事件或讲解一个过程。在确定演讲话题后，学生要用提纲的形式撰写讲稿的全文，讲稿的长度应不少于900个单词。学生要使用演讲提纲进行半脱稿演示，演示的时限是6分钟。这项作业的讲稿分数占总分的60%，演示分数占总分的40%。

## 2. 教学指导

课本的第13章 (Chapter 13, Speaking to Inform) 对说解性演讲有详细的讲解和介绍，是完成这项演讲作业的最重要的教学资料。教师用书第236-237页“说解性演讲的应用指南”(Tips for Informative Speaking) 这一节里所有的教学策略和练习安排都有助于教师指导学生完成这项演讲作业。

此外，学生还需要通过学习课本第4章 (Chapter 4, Selecting a Topic and a Purpose) 来了解如何选择和确定演讲的话题、具体目的、中心思想和要点，并搞清楚这些概念之间的关系。在此基础上，学生要通过学习课本第7章 (Chapter 7, Organizing the Body of the Speech) 来掌握演讲要点的组织方法和连接语的使用。学生要知道如何选择最适合自己演讲话题的方法来组织要点，并学会有效地使用连接语来衔接上下文。接下来，学生还要通过学习课本第6章 (Chapter 6, Supporting Your Ideas) 来了解辅助资料的种类和用法。辅助资料的使用对学生完成这个演讲作业至关重要，因为学生必须有效地使用不同种类的辅助资料来说明演讲的要点。学生在掌握了以上这些知识的基础上要通过学习课本第9章 (Chapter 9, Outlining the Speech) 来了解如何用讲稿提纲的形式写出讲稿全文。学生尤其要弄清讲解讲稿提纲与演讲提纲之间的区别。建议教师充分利用教师用书为上述章节提供的教学策略和补充练习。

与介绍性演讲相比，说解性演讲对开篇语和结束语有更加具体和严格的要求，所以教师还需要为学生讲解课本第8章 (Chapter 8, Beginning and Ending the Speech) 中介绍的演讲开篇语的四个成分 (引起听众的注意和兴趣、揭示话题、建立信誉度、介绍演讲要点) 和演讲结束语的两个成分 (示意演讲即将结束、强化主题)。学生同时要侧重学习或复习开篇语中引起听众的注意和兴趣的七种方法以及结束语中强化主题的四种方法。

因为这个演讲作业是以调研为主导的，所以学生在准备讲稿时必须使用至少三个来源可靠的参考文献，学生要在书面和口头上准确、清楚和完整地引用来自这些文献上的内容，并在讲稿的最后一页以正规格式列出所有的参考文献。教师有必要在此提醒学生剽窃的种类以及剽窃行为会引起的严重后果。课本第2章 (Chapter 2, Speaking Confidently and Ethically) 对剽窃的种类和避免剽窃的有效方法有较为详尽的介绍。

如果教师要求学生在这个演讲作业中必须使用视觉辅助物，可以布置学生参考课本第12章 (Chapter 12, Using Visual Aids) 视觉辅助物的种类以及用法。

在准备好讲稿提纲之后，学生应按课本第9章 (Chapter 9, Outlining the Speech) 提供的样本准备一份演讲提纲，以供演练和作半脱稿式演示时使用。

## 3. 教学提示

因为说解性演讲的难度较大，建议教师提前一个月布置作业，并将说解性演讲准备作业单 (Informative Speech Preparation Worksheet, 教师用书第265-266页) 一同

在较好地掌握上面介绍的两组基本概念的基础上，学生要学会确定使用哪一种方法来组织自己的演讲要点。教师应及时提醒学生，要点的组织方法与演讲的目的是相关联的。比如说，在通常的情况下，如果演讲者的目的是号召听众立即采取行动，那么最理想的要点组织方式应该是动机序列法（motivated sequence）。如果演讲者的目的是赢得听众的被动认可，那么有效的要点的组织方式应该是问题—出路法（problem-solution order）或问题—起因—出路法（problem-cause-solution order）。当然，除了这几种要点组织法以外，演讲者还可以使用话题顺序法（topical order）和优势对比法（comparative advantages order）来组织说服性演讲的内容。教师用书第288–289页 Additional Exercises and Activities 3 可用于帮助学生识别两种有关政策问题的说解性演讲的不同目的以及与之相应的要点组织方法。

同说解性演讲一样，说服性演讲的要点也要靠大量的辅助资料来说明和论证。学生需要复习课本第6章（Chapter 6, Supporting Your Ideas）的内容以便能够准确、恰当、有力地使用例证、数据和证言来论证自己的观点。

除了辅助资料外，说理方法是学生在说服性演讲中需要用到的另外一套重要工具。课本第14章（Chapter 14, Speaking to Persuade）系统地介绍了因果法、归纳法、演绎法和类比法这四种说理方法的作用和用法。另外，课本第221页 Exercises for Thinking and Speaking 3 和教师用书第290页 Additional Exercises and Activities 4 可以帮助学生辨别说理过程中可能会出现七种谬误。

由于说服性演讲所涉及到的话题一般都有争议性，所以分析听众是这个演讲作业的必不可少的一个部分。学生在动手写讲稿前要阅读第5章（Chapter 5, Analyzing the Audience），在教师的指导下为自己的演讲话题设计一个简单的问卷，并根据情况在课上或课下在本班的同学中做一个问卷调查。教师应要求学生在演讲中报告问卷调查的结果。

同说解性演讲作业一样，说服性演讲作业也是以调研为主导的，学生在准备讲稿时必须使用至少五个来源可靠的参考文献，学生要在书面和口头上准确、清楚、完整地引用来自这些文献上的内容，并在讲稿的最后一页以正规格式列出所有的参考文献。教师有必要在此再一次提醒学生剽窃的种类以及剽窃行为会引起的严重后果。

说服性演讲和说解性演讲在开篇语和结束语的要求上基本一致。学生在说解性演讲的基础上应该进一步提高设计开篇语和结束语的水平。

### 3. 教学提示

考虑到说服性演讲的难度，建议教师至少提前一个月将作业和说服性演讲准备作业单（Persuasive Speech Preparation Worksheet，教师用书第303–304页）一起布置给学生。学生必须在讲稿提纲到期日至少两个星期前将演讲准备作业单完成并交给教师检查。教师需要对学生交上来的演讲准备作业单和讲稿提纲作出反馈并提出修改意见。

在演示课上，学生需要按惯例进行互评。本作业的演示评估表在教师用书第300–301页。另外，教师也可以同时布置学生写一篇自我评估，总结一下自己的讲稿和演示的优缺点。

Teaching Hours per Semester	Curriculum Requirements	Students' English Level	Course Load
50 hours or above	Required Course	Advanced	<ul style="list-style-type: none"> <li>• Introductory Speech Composition and Delivery</li> <li>• Informative Speech Composition and Delivery</li> <li>• Persuasive Speech Composition and Delivery</li> <li>• Commemorative Speech Composition and Delivery</li> <li>• Midterm Exam and Final Exam</li> </ul>
50 hours or above	Required Course	Intermediate or Lower	<ul style="list-style-type: none"> <li>• Introductory Speech Composition and Delivery</li> <li>• Informative Speech Composition and Delivery</li> <li>• Persuasive Speech Composition and Delivery</li> <li>• Commemorative Speech Composition and Delivery (<b>optional</b>)</li> <li>• Midterm Exam and Final Exam</li> </ul>
32 hours	Optional Course	Advanced	<ul style="list-style-type: none"> <li>• Introductory Speech Composition and Delivery (<b>optional</b>)</li> <li>• Informative Speech Composition and Delivery</li> <li>• Persuasive Speech Composition and Delivery</li> <li>• Commemorative Speech Composition and Delivery</li> <li>• Final Exam</li> </ul>
32 hours	Optional Course	Intermediate or Lower	<ul style="list-style-type: none"> <li>• Introductory Speech Composition and Delivery</li> <li>• Informative Speech Composition and Delivery</li> <li>• Persuasive Speech Composition and Delivery (<b>optional</b>)</li> <li>• Commemorative Speech Composition and Delivery (<b>optional</b>)</li> <li>• Final Exam</li> </ul>

Part II

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**Sample Course Syllabi and Suggested  
Teaching Plans**

# Introduction to Part II

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This part of the *Teacher's Manual* contains course descriptions, syllabi, and teaching plans from Professor Stephen E. Lucas, University of Wisconsin, and from Professor Yin Suya, Richard Stockton College of New Jersey. Their syllabi and teaching plans cover similar, though not identical, material. Professor Lucas's plan is for an eighteen-week semester, incorporates every chapter in the textbook, and provides extensive guidance for all class sessions. Professor Yin's teaching plan is for a seventeen-week semester and sets the last week aside for the final exam.

Both teaching plans can be altered to accommodate the schedules and unique challenges faced by individual teachers. Professor Lucas's, for example, includes more speech assignments and classroom activities than most instructors will be able to cover in a single semester. The purpose of the plan is to provide a rich buffet of possibilities for each day of the semester within a well-designed overall course structure. Individual teachers will decide which items to select based on their teaching philosophy, the size and objectives of their course, the number of class sessions, and the needs of their students. Both Professor Lucas and Professor Yin expect teachers to adapt materials from the teaching plans to their specific situations.

Those professors who are planning on giving the students an exam at the end of the semester could use for reference the sample final exam on pages 48–55 of this book.

speaking skills. These opportunities include several 1–2 minute speeches delivered throughout the semester. Even though they are briefer than the unit speeches, they are exceedingly important to your development as a speaker. If you are to make maximum progress, you must regard these speeches as worthy of your best effort. These speeches include:

- Descriptive Speech* (Week 4)
- Delivery Exercise Speech* (Week 5)
- Speech for a Special Occasion* (Week 12)
- Best Competition Speech* (Week 15)
- Impromptu Speech* (Week 16)

Your instructor may assign one or two other informal presentations (impromptu or prepared) as the semester proceeds. These presentations are usually assigned in conjunction with one of the textbook exercises or with an in-class activity. They give you additional experience thinking on your feet and help you consolidate the gains acquired through your other speeches.

Details on all the preceding speeches will be provided by your instructor.

### **Attendance:**

Because participation is a central aspect of any public speaking class, regular and punctual attendance is vital. Excessive absences can result in a penalty on the student's final grade. You are expected to attend class without exception on days when assignments are due. If you fail to show up on a day when you are assigned to speak, you will not receive credit for that assignment.

Never enter the classroom while a classmate is presenting his or her speech. Wait until the speech is finished, and then enter as quietly as possible.

Your instructor may provide additional information about attendance requirements.

### **Grading:**

Final grades will be calculated according to the following scale:

<b>Assignment</b>	<b>Proportion of Final Grade</b>
Introductory Speech	10%
Informative Speech	20%
Persuasive Speech	30%
Descriptive Speech	5%
Delivery Exercise Speech	5%
Speech for a Special Occasion	5%
Best Competition Speech	5%
Impromptu Speech	5%
Other Speeches & Assignments	10%
Participation	5%

## **Plagiarism:**

*Webster's New Collegiate Dictionary* defines "plagiarize" as to steal and pass off as one's own the ideas or words of another, or to present as new and original an idea or product derived from an existing source.

The following are some of the scenarios in which a student might be charged with plagiarism in an English public speaking class:

- Delivering all or a portion of another student's speech as if it were your own.
- Failing to cite sources of ideas, paraphrases, or quotations on your speech outline or during your oral presentation.
- Working with someone else to produce one speech that is delivered by both you and that other person in different public speaking courses.
- Providing another student with a copy of a speech to deliver.

Plagiarism is a grave offence with serious consequences. In addition to violating the requirements for ethical public speaking, it may result in punishment from your instructor and/or the university.

# Teaching Plan

Week	Topic-Activity-Assignment	
Week 1	Topic: Course Overview	Assignment: Due This Day
	<p><b>Activities:</b></p> <p>Introduce yourself. Hand out syllabus. Explain nature of the course, objectives, grading and attendance policies, speech assignments, textbook, etc. Be sure to note that students need to get in the habit of bringing <i>The Art of Public Speaking (APS)</i> to each class session.</p> <p>Assign introductory speeches, which students will present in class during Week 6. The introductory speech is discussed in <i>APS</i> Chapter 3; sample speeches are on pages 38–41. Videos of sample introductory speeches are on the CD-ROM.</p> <p>Assign the Student Introduction Questionnaire on page 73 in the <i>Teacher’s Manual (TM)</i>. Students will fill in the questionnaire and bring it to class in Week 2.</p> <p>Lead students in an icebreaker activity. There are many options. One is to pass out a bag containing as many different kinds of candies as there are students in the class. After students have selected their candies, reveal that there is a question that corresponds to each type of candy (What is your happiest memory? What do you like best about your hometown? Who is your best friend? What is your favorite song? Favorite book? Favorite movie? Favorite singer? Least-favorite singer? Least-favorite song? And so forth.)</p> <p>Questions should be brief, nontechnical, and of general interest. Students should answer their questions in 3–4 sentences each. The purpose is to get students talking the first day of class. This is important for individual students, but it also starts to build a sense of trust and comradeship among students that will be invaluable as the semester proceeds.</p>	



Week 2	Topic: Basic Principles of Public Speaking	Assignment: Due This Day
	<p><b>Activities:</b></p> <p>Collect Student Introduction Questionnaires.</p> <p>Discuss key topics from Chapter 1: importance of public speaking, public speaking and intercultural communicative competence, public speaking and critical thinking, the similarities and differences between public speaking and conversation, and elements of the speech communication process.</p> <p>Show and discuss Yang Lan's speech in support of China's bid to host the 2008 Olympic Games. Focus class discussion on how Ms. Yang's speech illustrates the speech communication process and the principles of effective public speaking discussed in Chapter 1.</p> <p>Make sure students understand the introductory speech assignment. Show and discuss sample speeches from <i>APS</i> pages 38–41. Additional speeches are available on the CD-ROM. Focus discussion on content, structure, and delivery of the speeches. Be ready to answer student questions about the preparation and delivery of their introductory speech (Week 6). If time allows, have 2–3 students present an impromptu speech based on the Public Speaking in Your Career (PSYC) scenario on <i>APS</i> page 15.</p>	<p>Read <i>APS</i> Chapters 1 and 3. Be prepared to discuss sample introductory speeches (<i>APS</i> pages 38–41) in class.</p> <p>Be prepared to discuss Exercises 1–2, <i>APS</i> page 14.</p> <p>Read Yang Lan's "Cultural Programs and the 2008 Olympic Games," <i>APS</i> pages A5–A6. Analyze the speech as directed in Exercise 5, <i>APS</i> page 14.</p> <p>Turn in Student Introduction Questionnaire.</p>
Week 3	Topic: Speaking Confidently and Ethically	Assignment: Due This Day
	<p><b>Activities:</b></p> <p>Focus the first half of class on speaking with confidence (<i>APS</i> pages 17–23). Focus class discussion on Exercises 1–2, <i>APS</i> page 31. Anticipate many questions about stage fright and how to control it.</p> <p>You might also want to discuss the Checklist for Speaking with Confidence, <i>APS</i> page 21.</p> <p>Focus the second half of class on speaking ethically (<i>APS</i> pages</p>	<p>Read <i>APS</i> Chapter 2.</p> <p>Be prepared to discuss Exercises 1–3, <i>APS</i> page 31, in class.</p>