**MILLER UNE SPC 100 SUMMER 2019**

**WEEK 3—July 14 -July 21**

**OBJECTIVE**:

**Body Language**

**Outlining**

**READING**:

1. Read chapter 13.
2. Take a look at the speech 2 rubric **HANDOUT**. I’ll use this rubric to score and briefly comment on the final version of your speech. Please consider the rubric as you respond to your peers in DBQ 2.

**SPEECH 3**: *Teaching a Skill:*

We often have to teach others how to do something that we already know well. Basic examples include teaching a child how to tie their shoes, showing a colleague how to set up a computer program, teaching a friend the rules of a sport, or carefully guiding someone through the steps prepare your favorite meal (think way beyond boxed mac and cheese here ☺). In this speech, you will teach your classmates a skill that you have mastered. This speech should be at least 3 minutes (no more than 5) and you will need at least one prop to demonstrate this skill. You will need to turn in detailed outline with this assignment, so include that with the email link you your final Youtube video.

Questions? Please email me.

**KEY DATES FOR SPEECH 3**:

**Sun-Tuesday**: Prep work, rehearsal.

**Tuesday**: Post a dry run version of speech 2 on the DBQs in assigned group by **noon**.

**Tuesday-Thursday**: Offer feedback for all your group members by **noon on Thursday.**

**Thursday-Saturday**: After taking note of the feedback from your group and revising, send me the link to your final version of speech 2 with the attached outline **by Saturday at noon.**

**JOURNALS:**

**JOURNAL# 5:** What are the big takeaways from chapter 13? In a full journal entry, help explain the significance of what you found important and what you connected with in the chapter. (150-200 words).

**JOURNAL # 6: After submitting Speech 3,** compose an honest self-reflection journal analyzing your *Teaching a Skill* speech. What went well during the speech? What can be improved? Consider delivery, content, organization, and audience reaction in your response. (150-200 words).

**DBQS:**

***Sun-Tues:***

Watch the Ann Cuddy body language video (20 min):

<https://www.youtube.com/watch?v=Ks-_Mh1QhMc>

What are the big takeaways from the Cuddy video? What ideas resonated with you*? PS, try “power posing” before your video dry-run and final run.*

Original posts, 3-4 sentences; response to peers, 3-4 sentences each.

***Tues-Thurs:***

For credit, post your dry-run video in your group by Tuesday at noon. By Thursday @ 11:59pm, offer peer review for each member of your group in the following way: 2 things that are succeeding, and 1-2 things that could use improvement in terms of clarity, message, focus, body language, eye contact, presence, and energy.

Original post is the link to Speech 2; response to peers, 3-4 sentences each.

As a way to model some good work, I’ve gathered some samples from the feedback you provided for speech # 2 last week. I think it might be helpful for your approach to feedback on speech 3 to look over some thoughtful examples from your peers. Please check it out [here](https://miller-spc100.uneportfolio.org/good-feedback/).

TEAM A

TEAM B

TEAM C

TEAM D

***Thursday-Sat****:*

You composed, rehearsed, and delivered two speeches and offered feedback for a number of your peers. As we roll into nearly the halfway point in this accelerated semester, what takeaways or improvements come to mind about your process and ability to deliver a speech?

Original posts, 3-4 sentences; response to peers, 3-4 sentences each.