

Marty Salter
QEP Activity-SPCH 2100 P36
Fall 2014

Objective: Students will be able to effectively use vocal variety when presenting a speech. This objective is a focused part of the TBR General Education Goals for speech and contained in #7 of the general rubric: “variety in rate, pitch, and volume; appropriate pauses; distinct articulation; correct pronunciation.”

Rationale: One good reason for practicing vocal variety is—if you haven't got any variety in your voice, you run the risk of *boring your listeners*. Your speech content may be excellent. It could match your audience's needs very well, but unless you deliver it in an interesting way, few people will actively listen...thus you don't achieve your purpose. A monotone voice *is* boring. It turns people off. An *expressive energized voice* keeps them turned on. Vocal variety is achieved through *combining* pitch, tone, volume and rate.

Activity: If you don't say it well, no one will listen—Ham Sandwich

Round One: students will pair up. Then they will repeat the words '*Ham Sandwich*' in as many varying ways as they can. For example say it angrily, happily, sadly, lovingly, despairingly, laughingly, importantly, slyly, snidely, shyly. They will repeat until they run out of variations. After this warm-up, students will present an emotion in front of the class and see if the class recognizes it.

Round Two: Students will use the phrase to “converse.” An emotional state will be given and two volunteers will build a whole conversation around the phrase *Ham Sandwich*. For example: Imagine seeing the most exciting thing ever!. Share that experience with a friend via phone. The catch is you must use the words '*Ham Sandwich*' to convey the feeling and NO others. Other emotional states might be consoling or congratulating.

Round Three: A volunteer will take two opposite emotions, for example: *happy-sad* or *angry-contented*. She or he will start with one and gradually switch to the other. It's important that the student *grade* the switch because unless, we seldom alter suddenly from one to the other.

Engagement Assessment: Following the activity the QEP Semantic Differential will be given to all students and collected.

Vocal Variety Assessment: A simple rubric for vocal variety will be used on students' final speech for the semester similar to that for the TBR rubric.



QEP Post-Activity Assessment Report

Name: Marty Salter Course Section Assessed SPCH 2100 P36

Semester Implemented F-2014 Number of Students Participating 18

1. What were the results of your assessment of student improvement regarding the targeted learning outcome?

(Based on the assessment, to what degree was the learning outcome achieved? What information was collected to measure the effectiveness of the activity on the learning outcome? Did any unforeseen factors emerge influencing the activity or outcome assessment results?)

I used the following to evaluate students. The "G" stands for good enough and the "N" stands for not good enough. The first criteria rating was outstanding as no one read their speech. The second two were about 50% Gs and 50% Ns.

Vocal Delivery

- G N 20. Uses conversational style with no noticeable reading or memorization
- G N 21. Shows enthusiasm for topic and audience through vocal variety (change in rate, pitch and volume)
- G N 22. Varies pacing (general rate); uses pauses purposefully instead of verbal fillers (ums, you know, etc.)

2. Based on the results of the learning outcome assessment and semantic differential:

A. Did the students find the activity engaging? Yes X No _____

Explain: It was a different and unusual activity in which they could get involved.

B. Did the activity achieve the desired learning outcome? Yes _____ No _____

(Include and discuss any assessment tools used as well as any qualitative or quantitative results)

Yes and No...see about response.

C. Will you use the activity again? Yes X No _____

What changes (if any) might be made to either the activity or the measurement of its impact on the learning outcome?

I've only used it once, so I will try it again...maybe making revisions.

Please record the results of the semantic differential:

engaging	10	7	1					boring
useless						2	16	beneficial
easy	2	6	6	4				difficult
dull			1	1	1	5	10	exciting
valuable	15	3						worthless
complex			3	12	2	1		simple

Comments: