Speech to Inform  

Ch. 11, 7, 8, 10, 4, 5, 9—content from each will relate to the speech development

Length: 5-7 minutes

YOUR TOPIC CHOICE IS RESTRICTED TO THE FOLLOWING:

Choose a topic which examines issues that present problems and need solutions. The issue may be a concern on our campus, a local or state issue or a national concern. In your topic development, address in part how communication perspectives play a role in helping us understand an issue (for example, in topics that deal with health such as obesity, eating disorders, eating habits, mental illness, aging, include research on stereotypes, distorted perception/self-perception, labeling. Or topics like suicide awareness, depression, self-harm, homelessness/homlessness, poverty, unemployment; refugees; veterans—wounded veterans, veterans suffering from PTSD; homophobia, transphobia, include how labeling, name calling, stereotyping lead to the marginalization and maltreatment. In topics that address controversies like childhood immunizations, health and nutrition/GMO labeling, address basic needs and rights. In topics like bullying, domestic violence, partner abuse, dating violence, sex trafficking, include how verbal and nonverbal patterns can be identified in the victim and the abuser). In topics that involve mass media’s influence on our perception of events, topics, issues and people, address how mass media shape our views, often distort our views and how media literacy is crucial (e.g. in election campaigns; gender roles; beauty ideals). I topics like humane animal control, providing service animals for people with physical or mental disabilities, autism or PTSD, include a discussion of how values have changed.

You must have a topic, specific purpose and thesis chosen by Monday, September 19. We will meet in the library, Room 112 for a research session. The topic must get approval from the instructor.

DO NOT PRESENT A SPEECH TO ENTERTAIN NOR A SPEECH TO PERSUADE.

Requirements:

- A typed full sentence outline (to be handed in to the instructor before you start your speech)
- A presentational outline (abbreviated entries, condensed content or notecards containing only short phrases and words) to be handed to the instructor after your speech.
- An extemporaneous mode of delivery (no use of manuscripts!)
- Citation of credible sources in the speech and the outline (minimum of sources in the outline: 10).
- A clear structure (introduction, body, conclusion; transitions, planned repetition, advance organizers).
- Building a solid introduction and conclusion.
- Adapting the speech to your specific audience (demographics and psychological factors— their knowledge, interest level and attitudes).
- Optional: Visual aids (Do not, however, present the outline on the screen nor extensive entries in the slides). Choose visuals to enhance clarity, help the audience
decode complex verbal explanations more easily, to help them keep attention, to retain main ideas, and/or to increase the emotional involvement.

Options or credible sources: Websites, encyclopedias, books, journal articles, videos, magazines, films, newspapers, interviews, pamphlets, clips documentaries, instructional videos)

Guidelines for topic choice:

Consider the following criteria when choosing a topic:

**Topic relevancy**
Your topic needs to relate to the audience’s frame of reference in some way; the audience should be able to make use of the information. CONSIDER THE AUDIENCES’ INTERESTS, ISSUES THAT CONCERN OUR CAMPUS OR COMMUNITY OR NATION AS WELL AS INTERNATIONAL ISSUES. WHEN YOU PREPARE THE MAIN POINTS AND SUPPORTING EVIDENCE, YOU NEED TO CONSIDER THEIR PERCEPTION (THEIR EXISTING VALUES, BELIEFS, ATTITUDES AND BEHAVIORS AND ADAPT YOUR SPEECH ACCORDINGLY).

**Topic appropriateness**
Your topic and focus should neither be too simplistic or trivial nor too specialized or too technical

The audience should learn something new and be able to grasp the points in the amount of time you have available.

**Topic narrowness**
Your topic needs to be narrowed down. Avoid being too broad or general. Depending on your topic your speech needs to have between 3 and 4 main points. These main points will be elaborated with supporting materials (facts and figures, definitions, narratives, historical context, comparisons, differentiations, analogies, extended explanations, clarifying denotative and connotative meanings)

After choosing a topic, differentiate between the following: (Seiler, Beall & Mazer, pp. 174-179): **GENERAL PURPOSE: To inform**

**SPECIFIC PURPOSE: narrows the focus:**

The specific purpose needs to be expressed in a sentence which contains the verb form which indicates the general purpose

The specific purpose needs to express the central idea of the speech

The specific purpose needs to be phrased as a statement, not a question

The specific purpose needs to be expressed in clear and precise terms in one sentence
**THESIS:** identifies the main points in the speech in the order in which they will be covered. **Select 3-4 main points for your thesis statement**

Focus your research accordingly

HAND IN A HARD COPY OF THE FOLLOWING on the day of the library session: Follow the guidelines for acceptable topics and the guidelines for writing a proper specific purpose and a proper thesis statement.

Your name:

Speech title:

General purpose:

Specific purpose:

Thesis: