

COMM106: Speech Composition and Presentation

Dr. Knopf (Morey248: Tuesdays & Thursdays 10-10:45, Wednesdays 12:30-3)
knopfcm@potsgdam.edu • facebook.com/profknopf • 267-2883

Course Description:

This course is designed to improve your public speaking skills through listening, lecture, and practice. Through effort and successful completion you will:

- develop clear, focused thesis statements appropriate for the time allocated, audience, & occasion;
- outline a speech with a clear thesis statement, main points, and sub-points;
- identify demographic & situational factors that a speaker needs to know about an audience;
- understand the role of evidence (facts, statistics, examples, testimony) in developing a logical argument;
- understand the role of speaker credibility (ethos) and emotional/motivational appeals (pathos) in building support for a speaker's ideas, in addition to the use of reasoned arguments (logos)
- communicate in both verbal and nonverbal dimensions of delivery;
- recognize the similarities and differences between informative and persuasive speaking;
- recognize the similarities and differences between written and oral communication;
- recognize and practice ethical oral communication (emphasizing intellectual integrity of ideas, their accurate presentation, and proper citation).

Texts & Course Materials:

- DK Guide to Public Speaking by Lisa A. Ford-Brown • Syllabus (on Moodle)

- Grading:**
- Speech of Introduction – 20%
 - Informative Speech – 20%
 - Persuasive Speech – 20%
 - Research & Info Lit – 20%
 - Attendance & Participation – 20%
- ☆Full assignment descriptions & instructions are under "Assignment Packet" Use them. ☆

Final Grades are broken down **in this class** as follows:

- 4.0 = 94-100 • 3.7 = 88-93 • 3.3 = 82-87 • 3.0 = 76-81 • 2.7 = 70-75
- 2.3 = 64-69 • 2.0 = 58-63 • 1.7 = 52-57 • 1.3 = 46-51 • 1.0 = 40-45 • (0.0 = 0-39)

☆ Course grades start at 0 points, with each completed assignment adding to that number. A 2.0 is a "satisfactory" grade that indicates the *minimum* has been achieved, or that the work is of an average acceptable quality. A 4.0 is attainable but will require much more than minimal effort. ☆

How to earn a minimum 2.3 in the course, guaranteed:

- Attend 25+/27 class sessions
 - Arrive late/leave early ≤ 4 times
 - Complete *all* work on time
- You can still earn up to a 4.0 if you do these things, and if you don't or are unable to do these you can still earn a 2.3 or higher in the course. If, however, you are worried about passing, this is the basic route to success.

Assignment Descriptions: All assignments and their due dates are established at the start of the semester. This way you know what to expect, and when. You can plan ahead, both for time management and learning strategies. All due dates are indicated on the course calendar at the end of this syllabus. Due dates are absolute and non-negotiable. Details, instructions, rationales, and grading criteria for all assignments are outlined in the Assignment Packet section that follows the calendar. You are responsible for familiarizing yourself with that information.

Challenging a Grade: If you identify an error in grading, I am always willing to admit to a mistake and correct it. If you want me to *reconsider* a grade, follow these steps:

- Wait at least 24 hours before deciding to seek reconsideration, but no longer than one week.
- Write a 1-2 page explanation of why the grade should be reconsidered identifying what type of change you seek and providing a reasoned argument and evidence in support of that change. The burden of proof in any disagreement over evaluation of your performance rests with you.
- Resubmit the original work (complete with grade & comments) along with the rationale.
- Allow two weeks for reconsideration. Accept the final decision. *I will reconsider each assignment only once.*

Extra Credit: Extra credit will **not** be available as an end-of-semester option to make-up-for or replace work that you did not do throughout the semester. It will never be given on an individual basis. It is *only* available as indicated in the assignments.

Due Dates/Late Work: LATE ASSIGNMENTS ARE NOT ACCEPTED.

✍ If you know in advance you will not be in class when an assignment is due, turn it in early.

✍ If you wake up sick when something is due, please email it by class time.

All due dates are on the course calendar.

Attendance: This is a live, non-virtual, non-mediated, communication course. Being present on time (and AWAKE) is necessary. **If you cannot consistently be present, on time, for class, you should withdraw.** Please note, on time attendance means that you, and not just your things, are in the classroom when it starts.

☆ You are solely responsible for catching up on work that you miss. (always refer to the course calendar and to the potential kindness of classmates). Absences are not an excuse for late work or for being unaware of course expectations. Make-ups for assignments will only be granted in rare instances and usually only with documentation of an unavoidable emergency.

In the case of **college-sanctioned activities or religious observances**, arrangements should be made prior to/in advance of the absence. [Note: Grades that factor in attendance will be adjusted for such events as long as notice is given.]

Incompletes: Incompletes, or other arrangements for course completion, can be planned only in advance to the semester's end when there is an emergency that makes completing the course otherwise impossible.

Academic Integrity & Dishonesty: A pledge of academic honesty is made by all students at SUNY Potsdam, indicating that you understand & comply with the requirements set forth by instructors the Academic Honor Code. To plagiarize is to pass off ideas or words of someone else as your own without crediting the source, no matter what the source is or if you make some changes to the wording or add in some of your own words/ideas. ***In the event of plagiarism on an assignment in this course you will have 24 hours to correct or authenticate your work or receive a zero on the assignment. Other forms of academic dishonesty, such as cheating on an exam, or attempting to cheat, will result in a 33% lower grade on the work.***

Etiquette: The success of this course is directly related to the sense of community that we develop in the classroom. Any communication or behavior that potentially interferes with the learning environment of other students will not be tolerated. Disruptive behavior - even minor disruptions - may result in your being told to leave class. Repeated offenses may result in course failure.

COMM106 Calendar – Keep Track of Due Dates – chapters are not assigned in order!

	Tuesday	Thursday
Wk1	8/30: Course introduction Read ch. 1 asap	9/1: Delivery skills & modes, nerves Read ch. 10 & pp. 142-143 for today
Wk2	9/6: Special Occasion Speaking Read ch. 17 for today	9/8: interviews & activities
Wk3	9/13: Speeches of Introduction	9/15: Speeches of Introduction
Wk4	9/20: Audience, Topics, Purpose Read ch. 2-3 for today	9/22: Doing & Using Research <i>Speech topic assignments made</i> Read ch. 4-5 for today
Wk5	9/27: Speech Structure Read ch. 7-8 & pp. 144-145 for today	9/29: Language Use Read ch. 9 for today
Wk6	10/4: speech analysis workshop Information Literacy Moodle Quiz due Read ch. 13 for today	10/6: critical listening activities Read ch. 12 for today
Wk7	10/11: <u>Fall Recess, no class</u>	10/13: Informative Speaking Read ch. 14 for today
Wk8	10/18: Presentation Aids Read ch. 11 for today Informative Annotated Bibliography Due	10/20: <i>Speech draft meetings</i>
Wk9	10/25: Informative Speech	10/27: Informative Speech
Wk10	11/1: Informative Speech	11/3: Informative Speech
Wk11	11/8: persuasion industry Read ch. 16 for today	11/10: <u>No class, National Communication Assoc.</u>
Wk12	11/15: Persuasive Strategies & Theories Read ch. 15 for today	11/17: Persuasive Practice Persuasive Annotated Bibliography Due
Wk13	11/22: <i>Speech draft meetings</i>	11/24: <u>Thanksgiving Recess, no class</u>
Wk14	11/29: Persuasive Speech	12/1: Persuasive Speech
Wk15	12/6: Persuasive Speech	12/8: Persuasive Speech
Wk16	12/12 @ 10:15-12:15: Extra credit option – special occasion speaking	

Assignments are due by the start of class on the day specified.

COMM 106 “Assignment Packet”

Readings

Doing the readings when assigned will make your time in class more productive and will doubtlessly help you to be better prepared for your speeches. Class time will be conducted under the assumption that you have read the assigned chapters.

Participation: Public speaking is a live event, even if it is mediated through teleconferences, webinars, or other kinds of technology. It depends on both a speaker and an audience, and both have active roles in the communication exchange. So... it is important that you come to class and engage the material and the activities – all of which are meant to help you build, improve, or refine your public speaking skills in some way.

Attendance: How many classes you attended divided by the number of class meetings. Barring bad weather, this should be {# classes attended ÷ 27 class meetings}. In the case of sporting events, college-sanction events, or religious observances, the baseline of class meetings will be adjusted.

But being in your seat is not enough. You should be an active participant, at least mentally, in the course. Late arrivals, early departures, texting, surfing the web, listening to music, lengthy personal conversations, use of class time to get and/or eat full meals, sleeping, and not participating in classroom activities – all of which are behaviors that can be disruptive to others and have a negative impact on classroom dynamics – can and will be considered in your attendance grade.

Speeches: You will deliver 3 graded speeches this semester. As a public speaking class, speeches take the place of exams in this course. Therefore, your attendance and preparation for speech presentations should be given the same seriousness and respect as you would an exam. If you fail to show up for your speech presentation, without prior notice of an unavoidable emergency, or if you do not politely attend the presentations of your fellow classmates, you may be given an additional written exam (scheduling, format and content at the discretion of the instructor).

TOPICS FOR THE SPEECHES ARE ASSIGNED AND ARE RELATED TO YOUR REASON FOR BEING IN THIS SECTION AS AN EDUCATION MAJOR OR A MEMBER OF THE INTERNATIONAL STUDIES FIG (see list at end). Additionally, to help you develop different messages for different purposes, the broad topic for your informative and persuasive speech will be the same (this also helps to manage your workload, as the research for one may be useful for both.)

Speeches will be graded under the assumption that you have read the assigned chapters AND have paid attention in class and so have an understanding of what the speech assignment and rubric expect of you. Being unfamiliar with course material and expectations because you did not read and/or pay attention to lectures is not an acceptable reason for struggling with classwork.

A speech of introduction – designed as a warm-up to help you start thinking about verbal and nonverbal presentation skills and anxiety-management, as well as to help you get to know your fellow classmates. You will be partnered up, interview one another, and then present a brief presentation introducing your partner to the rest of the class. Grading for this speech will be as follows...

	Element	%				
Delivery	Verbal	30	Easily heard & understood, exhibits enthusiasm & variety. Delivered extemporaneously.	Exhibits many good qualities but with room for improvement, Delivered extemporaneously.	Reading from a manuscript detracts from overall delivery.	Shows no evidence of rehearsal or effort
	Nonverbal	30	Makes eye contact, uses gestures effectively, appears confident with appropriate demeanor.	Eye contact, demeanor. &/or gestures okay but can be improved.	Minimal eye contact is established, demeanor is troublesome, &/or gestures are absent	There is no eye contact or gestures; posture may be poor
Genre	Purpose	30	Speech is focused and is also entertaining or inspiring.	Speech is focused OR entertaining/inspiring.	Speech is functional.	Speech doesn't really help audience know person any better.
	Timing	10	Speech is 5-6 minutes.	Speech is 3-4 minutes.	Speech is 1-2 minutes	Speech is less than 1 minute or longer than 7.

An informative speech – designed to get you familiar with the research, organization, and presentation of information. You will research the topic you are assigned in line with one of the focuses you are given and develop an appropriate speech to better educate your audience.

You will be given an in-class opportunity to briefly conference with the instructor in advance of giving your speech. If you show up to this meeting with a speech draft, you can earn a bonus 5 points

Grading for this speech will be as follows...

	Element	%				
Intro	Attention Getter	3	Draws audience in with intrigue and/or relevance	Establishes a clear start to the speech, but doesn't necessarily draw the audience in.	Vague, commonplace, or confusing	There is no clear attention getter.
	Screening <i>Summary of speech</i>	5	Specific purpose/goal of speech is clear & audience relevant, Outlines all main points, making basic content & organization clear.	Specific purpose is stated, but without explicit connection to audience. Preview of main points is unclear.	The general topic is established, but not the specific purpose.	It is unclear exactly what the speech is going to be about
	Credibility <i>About you</i>	2	Introduces self to audience, explains personal interest/ knowledge in the topic, establishes good will or common ground.	Introduces self to audience, explains personal interest/ knowledge OR establishes good will.	Introduces self but does not establish any credibility	No personal information is provided.
Body - Content	Research <i>Using outside sources</i>	15	At least 3 quality sources are used and each is indicated verbally throughout the speech, whenever information from each source is mentioned	At least 2 quality sources are used and each is indicated verbally throughout the speech, whenever information from each source is mentioned	Research was used but there is no way to tell how many sources were used or what they were when listening to the speech	It is not obvious in the speech that outside sources were referenced
	Supporting Material <i>Statistics, testimony, examples, etc.</i>	10	Each main point is explained or detailed with a variety of supporting material. Fills expected time requirement.	Each main point is explained or detailed with supporting material Fills, or nearly fills, expected time requirement.	Some supporting material is present. Falls more than ¼ short of the time requirement or exceeds it by more than ¼.	There is little to no use of supporting material. Falls more than ½ short of time requirement or exceeds it by more than ½.
	Audience Focus <i>Tries to relate to specific audience traits</i>	5	Information used made direct & clear connection to audience values, interests, benefits or demographics. Talks to audience, not @/ about them.	Arguments relate to audience, but connections aren't always explicit. Speaker talks to the audience, not at or about them.	There is at least one attempt to connect with the audience.	There is no effort to connect with the audience. Or, the speech
	Presentation Aid <i>Use was effective</i>	10	No presentation aid was needed & the speech didn't use one. OR An aid was important & was used effectively.	Any aids used were helpful, but could have been better utilized or executed	Any aids used needed work.	The speech did not benefit from use of a presentation aid.
	Language	10	Uses oral style (short sentences, simple words), embellished with vivid sensory descriptions &/or rhetorical devices. Clear.	Uses oral style, but lacks rhetorical devices.	Significant grammatical problems.	Language is too complex, inaccurate, &/or inappropriate.
Body – structure	Org.	15	Has 2-4 main points, a clearly applied organizational pattern/strategy, & effectively uses transitions.	Has 2-4 main points and a clearly applied organizational pattern/strategy, but lacks transitions.	The speech has 2-4 main points, but is not clearly organized	Main points are not distinguishable
Delivery	Verbal	5	Easily heard & understood, exhibits enthusiasm & variety. Delivered extemporaneously.	Exhibits many good qualities but with room for improvement, Delivered extemporaneously.	Reading from a manuscript detracts from overall delivery.	Shows no evidence of rehearsal or effort

	Nonverbal	5	Makes eye contact, uses gestures effectively, appears confident with appropriate demeanor.	Eye contact, demeanor. &/or gestures okay but can be improved.	Minimal eye contact is established, demeanor is troublesome, &/or gestures are absent	There is no eye contact or gestures; posture may be poor
Concl.	Closing	5	Clearly signals end of the speech, finishes in a timely manner, & sets an appropriate parting tone	Clearly signals end of the speech & finishes in a timely manner, but does little or nothing to set a parting tone	Indication of the end is vague, or is presented too early or too late in the speech	There is no conclusion; the speech simply stops
	Recap <i>Summary of speech</i>	10	Clear restatement of specific purpose, coupled with a brief review of the main points	Clear restatement of specific purpose, with a partial or indirect review of some key ideas	Either a review of purpose or main points.	No summary statements &/or new information.

A persuasive speech – designed to get you to connect research and information with argumentation. You will research the topic you are given, in line with the position you choose to take (as guided in your assigned topic) and present a persuasive case. You will be given an in-class opportunity to briefly conference with the instructor in advance of giving your speech. If you show up to this meeting with a speech draft, you can earn a bonus 5 points

Grading for this speech will be as follows...

	Element	%				
Intro	Attention Getter	3	Draws audience in with intrigue and/or relevance	Establishes a clear start to the speech, but doesn't necessarily draw the audience in.	Vague, commonplace, or confusing	There is no clear attention getter.
	Screening <i>Summary of speech</i>	5	Specific purpose/goal of speech is clear & audience relevant, Outlines all main points, making basic content & organization clear.	Specific purpose is stated, but without explicit connection to audience. Preview of main points is unclear.	The general topic is established, but not the specific purpose.	It is unclear exactly what the speech is going to be about
	Credibility <i>About you</i>	2	Introduces self to audience, explains personal interest/ knowledge in the topic, Establishes common ground.	Introduces self to audience, explains personal interest/ knowledge OR establishes common ground.	Introduces self but does not establish any credibility	No personal information is provided.
Body - Content	Research <i>Using outside sources</i>	10	At least 3 quality sources are used and each is indicated verbally throughout the speech, whenever info from each source is mentioned	At least 2 quality sources are used and each is indicated verbally throughout the speech, whenever info from each source is mentioned	Research was used but there is no way to tell how many sources were used or what they were when listening to the speech	It is not obvious in the speech that outside sources were referenced
	Supporting Material <i>Statistics, testimony, examples, etc.</i>	10	Each main point is explained or detailed with a variety of supporting material. Fills expected time requirement.	Each main point is explained or detailed with supporting material Fills, or nearly fills, expected time requirement.	Some supporting material is present. Falls more than ¼ short of the time requirement or exceeds it by more than ¼.	There is little to no use of supporting material. Falls more than ½ short of time requirement or exceeds it by more than ½.
	Audience Focus	10	Arguments consider possible opposition, Talks to audience, not @/ about them.	Arguments make some effort to relate to audience. Talks to audience, not @/ about them.	There is at least one attempt to connect with the audience.	There is no effort to connect with the audience.
	Arguments <i>A clear case for or against</i>	10	Uses combination of logical reasons & appropriate emotional appeals.	Uses logical reasons, but no emotional appeals.,	Persuasive appeals use muddled or faulty logic; arguments are not clear.	Sounds more informative than persuasive. No clear or consistent argumentation

	Language	10	Uses oral style (short sentences, simple words), embellished with vivid sensory descriptions &/or rhetorical devices. Clear.	Uses oral style, but lacks rhetorical devices.	Significant grammatical problems.	Language is too complex, inaccurate, &/or inappropriate.
	Presentation Aid Use was effective	5	No presentation aid was needed & the speech didn't use one. OR An aid was important & was used effectively.	Any aids used were helpful, but could have been better utilized or executed	Any aids used needed work.	The speech did not benefit from use of a presentation aid.
Body – structure	Org.	15	Has 2-4 main points, a clearly applied organizational pattern/strategy, & effectively uses transitions.	Has 2-4 main points and a clearly applied organizational pattern/strategy, but lacks transitions.	The speech has 2-4 main points, but is not clearly organized	Main points are not distinguishable
Delivery	Verbal	5	Easily heard & understood, exhibits enthusiasm & variety. Delivered extemporaneously.	Exhibits many good qualities but with room for improvement, Delivered extemporaneously.	Reading from a manuscript detracts from overall delivery.	Shows no evidence of rehearsal or effort
	Nonverbal	5	Makes eye contact, uses gestures effectively, appears confident with appropriate demeanor.	Eye contact, demeanor. &/or gestures okay but can be improved.	Minimal eye contact is established, demeanor is troublesome, &/or gestures are absent	There is no eye contact or gestures; posture may be poor
Concl.	Closing	5	Clearly signals end of the speech, finishes in a timely manner, & sets an appropriate parting tone	Clearly signals end of the speech & finishes in a timely manner, but does little or nothing to set a parting tone	Indication of the end is vague, or is presented too early or too late in the speech	There is no conclusion; the speech simply stops
	Recap Summary of speech	5	Clear restatement of specific purpose, coupled with a brief review of the main points	Clear restatement of specific purpose, with a partial or indirect review of some key ideas	Either a review of purpose or main points.	No summary statements &/or new information.

INFORMATION LITERACY ASSIGNMENTS

The beginning of the 21st Century has been called The Information Age, and the SUNY system requires all of its graduates to take courses that provide them with information literacy skills - is a set of abilities requiring individuals to not only recognize when information is needed but also to effectively locate, evaluate, and the needed information. Information literacy forms the basis for lifelong learning. At SUNY Potsdam, formal information literacy instruction is woven into the first-year experience courses of the General Education program and FS courses are expected to assign instructional tutorials provided by the library and an annotated bibliography assignment. Beyond fulfilling a state requirement, these assignments also benefit public speaking skills related to audience adaptation and argument structure.

Information Literacy Tutorials: Completed through the Library/Moodle. (4% of your grade)

There are several required tutorials for FW/FS (you might be doing these or have done these for another class) on Moodle. These tutorials are designed to improve your research skills – a critical component of effective public speaking. You are automatically enrolled for these tutorials & should receive an email from the library regarding them. You must work through each tutorial and then take the related quiz. You will receive full assignment credit for completing the quiz with at least a 33%. You will receive bonus points for earning higher.

- ♦ Earning 85-100% will add 4 points.
- ♦ Earning 65-84 will add 3 points.
- ♦ Earning 45-64 will add 2 points.
- ♦ Earning 34-44 will add 1 point.

You must **PRINT** the screen/page that shows your quiz result and submit it by the due date listed in the calendar.

Informative Speech Annotated Bibliography: (7% of your grade)

An annotated bibliography is a list of accurate citations for a number of sources on a certain topic, and each citation is accompanied by a short description/evaluation of a source that helps someone to decide whether or not the source may be useful for their research needs. Annotated bibliographies are a mandatory part of the Information Literacy component of General Education, and your bibliographies in here help you to prepare for each speech.

- Find and review 3 sources that provide information about your speech topic.
- One source must be located through the SUNY Potsdam libraries. Mark it with an asterisk*
- No more than one source may be an encyclopedia, including Wikipedia.
- The annotations will focus on the type of supporting material provided in the sources you find, relying on the information about research presented in chapter 5 of your text.
- At the top of your bibliography, write the specific purpose statement for your speech. It should begin "To inform my classmates about....."

For each source:

- Cite it in in MLA or APA format – the library and the library's webpage offer resources that demonstrate these styles, and guidance is provided in your textbook.
- Organize/order the citations alphabetically by author last name, and give the annotation directly below each listed source.
- Each annotation will be one paragraph that describes the nature/type of the material in the source, **using the actual terms for supporting materials found in your textbook** (ex. statistics, testimony, examples, etc.).
- These papers should be typed, double-spaced, using 12-pt. font, with correct spelling and grammar. Do NOT copy your annotations from any other source. Plagiarism will not be tolerated.

GRADING

- 1 point for each source cited accurately (3 pts)
- 1 point for each annotation that applies the terminology of supporting material (3 pts)
- 1 point for correct formatting/presentation

Persuasive Speech Annotated Bibliography: (9% of your grade)

An annotated bibliography is a list of accurate citations for a number of sources on a certain topic, and each citation is accompanied by a short description/evaluation of a source that helps someone to decide whether or not the source may be useful for their research needs. Annotated bibliographies are a mandatory part of the Information Literacy component of General Education, and your bibliographies in here help you to prepare for each speech.

- Find and review 3 sources that provide information about your speech topic.
- One source must help you understand an oppositional or different point of view on the issue than the one you are advocating. Mark it with an asterisk*
- No sources should be an encyclopedia, including Wikipedia.
- The annotations will focus on the quality and reliability of the sources, relying on the information about research presented in chapter 5 of your text.
- At the top of your bibliography, write the specific purpose statement for your speech. It should begin "To convince my audience....."

For each source:

- Cite it in in MLA or APA format – the library and the library's webpage offer resources that demonstrate these styles, and guidance is provided in your textbook.
- Organize/order the citations alphabetically by author last name, and give the annotation directly below each listed source.
- Each annotation will be one paragraph that evaluates the quality and reliability of the source, **referencing the appropriate guidelines offered in your textbook.**
- These papers should be typed, double-spaced, using 12-pt. font, with correct spelling and grammar. Do NOT copy your annotations from any other source. Plagiarism will not be tolerated.

GRADING

- 1 point for each source cited accurately (3 pts)
- 1 point for each annotation that critically evaluates the source quality using correct standards from the text (3 pts)
- 2 points for finding a source that presents a viewpoint different from yours
- 1 point for correct formatting/presentation

Complete List of Available Speech Topics – assigned randomly

Childhood Ed Section

Thematic Learning *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: What it is

Persuasive: Why you should use brain compatibility teaching *or* Why you should use the thematic approach *or* Why you should use holistic education

Common Core *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: What it is *or/and* How it works

Persuasive: Debunk common myths/misconceptions about it

Online (K-12) Education *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: How it is similar & different from traditional education *or/and* An overview of its strengths & weaknesses

Persuasive: Why it should be used more *or* Why it should not be used more

Game Theory *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: What it is *or/and* How it's used *or/and* How Game Theory relates to education

Persuasive: Why it should be used in education *or* Why it shouldn't be used in education

Social and Emotional Learning (SEL) *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: What it is *or/and* How it works

Persuasive: Promote one of the SEL-related Congressional bills *or* Oppose one of the SEL-related Congressional bills

Flipped Classrooms *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: What it is

Persuasive: Argue in favor of using the flipped model *or* Argue against using the flipped model

Teacher Evaluation *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: Explain the different models of teacher evaluation used

Persuasive: Argue in favor of one particular mode of evaluation *or* Argue against using teaching Evaluation

Standardized Testing *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: Explain the history and development/evolution of standardized testing

Persuasive: Argue in favor of standardized testing *or* Argue against standardized testing

Year-Round Schooling *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: Explain the different calendar models of schooling and how they work

Persuasive: Argue in favor of a particular scheduling structure *or* Argue against a particular scheduling structure

Vouchers/choice-based education *Each speech should be about 10 minutes long–aim for 8-12.*

Informative: What it is, how it works

Persuasive: Argue in favor of choice-based education reform *or* Argue against choice-based education reform

Politics/International Studies FIG Section

The United Nations *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: What it is & its purpose/function *or/and* Its history *or/and* Its structure

Persuasive: Argue in favor of the UN *or* Argue against the UN *or* Argue for changes to the UN

The World Trade Organization *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: What it is & its purpose/function *or/and* Its history *or/and* Its structure

Persuasive: Argue in favor of the WTO *or* Argue against the WTO *or* Argue for changes to the WTO

Brexit *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: What it was about

Persuasive: Argue in support of the Brexit vote *or* Argue against the Brexit vote

Scottish or Irish independence *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: Explain the history of the issue

Persuasive: Argue in favor of independence *or* Argue against independence

Cybersecurity and technology *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: Explain how technological change can transform the way countries interrelate

Persuasive: Argue for or against a particular action in cybersecurity

Human rights *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: Investigate and explain a human rights concern or violation in the world

Persuasive: Argue in favor of a course of action related to the human rights issue explained in your informative speech

Globalization *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: Explain the consequences of economic and political integration across borders *or* Describe an anti-globalization movement taking place somewhere in the world

Persuasive: Make an argument in favor of increased globalization *or* Make an argument against further globalization

Peace Corps *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: What it is *or/and* What it does

Persuasive: Argue in favor of joining the Peace Corps

Global Health *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: Explain the influence of global health policies *or* Reveal what Doctors without Borders is and does

Persuasive: Advocate for a particular global health policy initiative *or* Argue for involvement with Doctors without Borders

Global marketing *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: What it is *or* Explain the crucial connections between international marketing and international business practices

Persuasive: Create an international promotional presentation for SUNY Potsdam

Global sustainability *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: What does global sustainability mean *or* Compare and contrast different global sustainability organizations and initiatives

Persuasive: Advocate in favor of a particular global sustainability or energy policy or practice

Public diplomacy *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: Explain career options in foreign service and international organizations *or* Define public diplomacy and “soft power” in international relations *or* Explain the role of persuasive communication in public diplomacy

Persuasive: Advocate for the USA to use a particular type of public diplomacy strategy *or* Argue for a specific improvement to America’s public diplomacy

International Law *Each speech should be about 10 minutes long – aim for 8-12.*

Informative: Choose any topic of interest (ex. gender, drugs, voting corporal punishment...) and explain how it relates to international law

Persuasive: Using the same topic as your informative speech, argue for or against a particular change to a relevant law or its enforcement