

SPEECH 1: IMAGINING ADVOCACY

IMAGINING ADVOCACY BY ARTICULATING THE PROBLEM

Goal: In this speech you must identify a problem that is worth advocating for. But this speech is limited to the characterization of the problem, the appreciation of its significance, and the effort to persuade your audience to take it seriously. Your goal is to inspire us, to turn our attention, to characterize in vivid language, to reveal, but not to get bogged down in facts and statistics or in solutions. Those elements will come in later speeches. Consider asking the following questions:

- 1) How can I convince my audience that this is a real (and not merely pseudo) problem?
- 2) How can I convince my audience that this is a problem that we should not live with?
- 3) How can I convince my audience that out of all the problems that we should not live with, this one in particular is deserving of their attention?
- 4) What is my relation to the problem and why does it stand out to me as relevant enough for me to advocate for?
- 5) Can I turn my audience's attention, focus their attention, inspire them to care and to feel sympathy, and invite them to consider action?

CONTENT:

___The speech addresses a specific issue/problem or question. By the end of the speech the audience should have a clear idea of what the problem is. Specificity is important here.

___The speech is not argumentative but **inspirational and revelatory**. Is your audience persuaded to take a side (they shouldn't be), or are they inspired to learn more (they should be)?

___The speech **balances** information/data and inspiration/imagination. Anecdotes, examples, figurative language, and imagined scenarios can sometimes convey the heart of a problem better than data and studies. This speech errs on the side of inspiration/imagination/figurative language/ drawing attention.

___The speech characterizes the problem in **moral terms** (think of rights, duties, harm, happiness, justice, equality, fairness, honesty, patience, courage, generosity, etc.).

___The speech expresses the speaker's **relation to the problem** and what drew the speaker to it.

___The speech acknowledges the **complexity** of the problem (avoids over-simplification and reductionism).

FORMAL/STRUCTURAL/PRESENTATION CONSIDERATIONS

____The speaker speaks clearly by speaking at a reasonable pace and with reasonable volume. Pacing and volume are intentional and related to the topic, urgency, and audience (**style**).

____The speaker may refer to an outline/notes but does not read the speech directly. The speaker makes eye contact and makes an effort to engage the audience by delivering the speech extemporaneously (**familiarity**).

____The speaker uses appropriate body language and posture. (include body language that expresses meaning and affects the audience)

____The speaker avoids extraneous language like “um, uh, like, you know, whatever” and other unnecessary fillers.

____The speaker stays within the prescribed time limit (3.5-4 minutes).

____The speaker turns in an outline for the speech.

SPEECH 2: DISCOVERING AN ISSUE

ASSIGNMENT DESCRIPTION

From our syllabus: “Building from the first speech, the goal of the assignment is NOT to defend a particular position but to provide an audience with a full and clear understanding of an issue’s roots, sides and potential ethical significance.”

Without making a case for one side over another you should establish the issue that is at stake (Conjecture, Definition, Quality, Policy) and who the different stakeholders are. The issue would not be interesting, controversial or unsettled if it weren’t the case that there were in some sense competing values (moral or otherwise), interests, costs and probabilities of success at stake. Provide your audience with a CLEAR picture of the competing stakeholders, values, and positions that reflect the complexity inherent and make the issue an important one for us to consider.

The first thing you must do is decide what the primary STASIS (Conjecture, Definition, Quality, Policy) is that you are going to make clear for us. Please state BOTH your topic and the STASIS you are going to focus on at the beginning of your speech. Regardless of

which STASIS you select you may include elements of the others. But your speech should reflect the centrality of the STASIS you choose. Build facts and data, history, moral values, policy options into the speech only to the degree that they clarify and focus our attention on the primary STASIS you have selected.

Remember that you only have 4.5-5 minutes. After doing research, collecting data, describing stakeholders, analyzing interests, probabilities of success, costs, consequences, goals and thinking about moral values you should take a step back and think like an architect: “How can I design a well-crafted speech with all of this material? What is essential and what is nonessential? How do I use the limited time most effectively to communicate the complexity of the situation?”

RUBRIC

CONTENT

- _____ Speech addresses a SPECIFIC issue that is well-defined with an explicit statement of a STASIS.
- _____ Speech employs RELEVANT data/information/values/history that contextualize and clarify the STASIS for the audience.
- _____ Speech avoids taking sides or proposing a specific solution even as it examines options. That doesn’t mean that I can’t predict what side you are going to advocate for. But you shouldn’t outright argue in favor of your advocated group. That will come in the next speech.
- _____ Speech BALANCES information (facts and data) with ORGANIZATION and CLARITY. Does your speech feel like stream-of-consciousness or a well-designed and crafted presentation?
- _____ Speech gives roughly equal time to each side if there are two legitimate sides. Students are not required to defend egregious actions. For example: Students would not have to defend businesses or governments that commit major human rights violations. Instead, they might explain why other businesses, markets, or governments justify their lack of interference.

ORGANIZATION/STRUCTURE/DELIVERY

- _____ Speech is between 4.5 and 5 minutes.
- _____ Outline was turned in with speech.

- _____ The speaker makes good eye contact and does not rely too heavily on reading the speech reflecting FAMILIARITY.
- _____ The speaker speaks clearly, at a reasonable pace, and with good volume. Avoid rambling or repeating the same statement. The speech should reflect PRACTICE. Changes in tone and tenor and urgency are welcomed.
- _____ The speaker uses appropriate body language and posture. Employ helpful body-language where appropriate.

Grading

5-Excellent

4-Very good. Minor improvements needed.

3-Improvement needed.

2-Significant short-comings but effort and attention to the criterion is present.

1-Poor. Much improvement needed. Effort is lacking.

0-No evidence of criterion being addressed at all.

SPEECH 3: MAKING A CASE

From our syllabus: “...the goal of this speech is to move from providing information about a problem to making a specific claim about the meaning, significance, and/or appropriate resolution of an ethical issue. In this respect, the speech may contend that one perspective about an issue is rooted in a stronger argument than its counterparts or that the issue’s different sides are limited and require a new approach.”

INSTRUCTIONS

This speech has three parts. You can structure it however you choose.

Part I: Your position. Articulate your position clearly and in detail.

Part II: Explain why other positions are inadequate.

Part III: Morally justify your position.

The speech should be 5.5-6 minutes long. You will only come in on the day of your speech. Use the other day to prep for the final exam.

NEW: MULTIMEDIA ELEMENTS

For this speech, you will be allowed to use multimedia or other elements that might enhance your argument. You may use the board, show images, give handouts, or anything else that you believe will make your argument more dynamic. If you play a video clip, it must be a primary source (like a news clip or witness video) and *not* contain an argument. No video should be more than 45 seconds, and you must explain why it is in your speech in detail.

GRADING

200 points total (10 categories, 20 pts each)

____ speech meets time requirements

____ speech is organized logically and is not a stream-of-consciousness reflection

____ speech is persuasive in tone

____ speech includes one or more multimedia elements explained in the previous section

____ speech includes at least three terms from the Final Exam Word Bank

____ speech reflects practice and knowledge about the subject

____ speech CLEARLY articulates ONE position about the topic at hand

____ speech addresses at least one criticism or rebuttal

____ speech explains why other positions are inadequate

____ speaker arrives on the assigned day and the speech is not late