

2019

4 Speech Assignments: Student Requirements

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Department of Communication Studies

Requirements for COMM 120

Oral Communication

Sample Speech Assignments

Submitted 2019

CULTURAL ARTIFACT SPEECH

Purpose: This speech provides an opportunity to introduce ONE artifact which represents the speaker's culture. *Note: culture is not limited to ethnicity.* (e.g. A speaker competes in video game tournaments, therefore they belong to the "gaming culture" and may choose to bring in their game console, controller, or trophy from a tournament as their cultural artifact).

Requirements: The speaker should choose an artifact (object, photo, drawing, etc.) of symbolic importance. The item should have both personal and cultural significance. The speaker should focus on (1) why that artifact is important to them and (2) how it represents their culture. This means that the speaker does not have to stick to ethnicity or nationality to represent their culture. Group memberships also count as culture for this speech (deaf culture, sports culture, gaming culture, LGBTQ culture, etc.). This speech allows the listeners to learn more about the many cultures in society and is intended to break down stereotypes to help audience members see people from cultures, other than their own, as unique individuals. The artifact should be clearly shown at some point during the speech.

Outline: Optional

Visual Aid: Required

Time: 3 – 5 minutes

Grading: This is a flexible speech. Therefore, it is weighted less than the informative speech. Each instructor will determine the point value for their speeches and should make sure the amount of points coincides with the proper weighted value.

Variation 1: "It's in the bag" - This speech requires 3 separate artifacts and a "bag"

Item 1 = representation of speaker's past

Item 2 = representation of speaker's present

Item 3 = representation of speaker's future

"Bag" = anything that can hold all 3 items and represents an aspect of the speaker's culture.

All 3 items should be discussed equally (time). The "bag" may be discussed before the speaker discusses the items or after, but the "bag" and how it represents an aspect of the speaker's culture must be discussed during the speech. This speech works well delivered before the informative speech since it provides a similar organizational pattern.

Variation 2: "All about me" - This speech requires 2-3 artifacts that should represent some aspect of who the speaker is. This can be something that relates to their heritage/culture, their family, goals, hobbies/interests/talents, personality, etc. The speaker should choose items based on what they want the audience to know about them. Within the body of the speech, the speaker must provide a detailed description of each item as well as explain how each item represents them.

GROUP SPEECH

Variation 1: Informative

Purpose: This speech allows a small group to strengthen their presentation skills by collectively informing an audience about a subject while gaining experience working with a team. Each member will step into the role of an instructor and as a team educate the audience about a chosen topic.

Requirements: Each member of the group (no more than five members per group) must contribute to the group outline, provide research, and deliver their portion of the speech. It is highly recommended that the group selects a topic all members are interested in; each member must incorporate research to build credibility. Topics should be relevant and focus on informing the audience about a subject they are not familiar with. Topics may include but are not limited to: a national monument (object speech), steps to effectively resolve a conflict (process speech), Japanese Tea Ceremony (event speech) signs of Sleep Paralysis (concept speech). Each member should use supporting materials (e.g. books, scholarly journals, magazines, newspapers, etc.) and orally cite a minimum of two citations from a variety of sources. It is at the discretion of the instructor to have speakers use one of the following organizational patterns: Chronological, Spatial, Topical, etc.

Variation 2: Persuasive

Purpose: This speech allows a small group to strengthen their presentation skills by collectively presenting a credible convincing argument while gaining experience working with a team. The group should focus on reinforcing, changing a belief, or moving their audience to action.

Requirements: Each member of the group (no more than five members per group) must contribute to the group outline, provide research, and deliver their portion of the speech. It is highly recommended that the group selects a topic all members are interested in; each member must incorporate research to build credibility. Topics can include but are not limited to: change of a law (world news), children tried as adults (controversial topics), Ronald McDonald House Charities (donating to an organization), etc. Each member should use supporting materials (e.g. books, scholarly journals, magazines, newspapers, etc.) and orally cite a minimum of two citations from a variety of sources. It is at the discretion of the instructor to have speakers use one of the following persuasive organizational patterns: Problem-Solution Order, Problem-Cause-Solution, Comparative Advantages, or Monroe's Motivated Sequence.

Outline: Required. A speech outline is required of each group. The instructor may choose whether a full-sentence outline and/or key-word outline will be used for preparation and/or presentation. A standardized bibliography (MLA or APA style) should be included with the outline.

Visual Aid: Required

Time: 16 – 20 minutes. Each member must speak between 4 – 6 minutes.

Grading: This is a flexible speech. Therefore, it is weighted less than the informative speech. Each instructor will determine the point value for their speeches and should make sure the amount of points coincides with the proper weighted value.

INFORMATIVE SPEECH

Purpose: This speech provides the speaker with an opportunity to educate the audience on a topic of interest to the speaker. This topic should also be beneficial to the audience.

Requirements: This is a research-based speech that requires the speaker to include outside source information within the context of their speech. The speaker will gather a minimum of three different types of supporting material from a variety of credible sources (e.g. books, reference works, magazines, newspapers, etc.) and orally cite each source within their speech. It is at the discretion of the instructor to have speaker's use one of the following organizational patterns: Chronological, Spatial, Topical, etc.

Outline: Required. A speech outline is required of each speaker. The instructor may choose whether a full-sentence outline and/or key-word outline will be used for preparation and/or presentation. A standardized bibliography (MLA or APA style) should be included with the outline.

Visual Aid: Required

Time: 5 – 7 minutes

Grading: The informative speech is the second heaviest weighted speech. Each instructor will determine point value for their speeches and should make sure that the amount of points coincides with the proper weighted value.

PERSUASIVE SPEECH

Purpose: This speech allows the speaker to advocate for a topic they feel passionate about. The speaker should focus on reinforcing, changing a belief, or moving the audience to action.

Requirements: The speaker will use supporting materials with a minimum of five oral citations from a variety of sources, address counterarguments and avoid fallacies. It is at the discretion of the instructor to have speakers use one of the following persuasive organizational patterns: Problem-Solution Order, Problem-Cause-Solution, Comparative Advantages, or Monroe's Motivated Sequence.

Outline: Required. A speech outline is required of each speaker. The instructor may choose whether a full-sentence outline and/or key-word outline will be used for preparation and/or presentation. A standardized bibliography (MLA or APA style) should be included with the outline.

Visual Aid: Required

Time: 6 – 8 minutes

Grading: The heaviest weighted speech. Each instructor will determine point value for their speeches and should make sure that the amount of points coincides with the proper weighted value.