**COM  108: PRESENTATIONAL SPEAKING**

 **Fall 2023**

 Reinhardt University Department of Communication

**Section:** 30 FPAC 176

**Day:** T/TH 11:00 – 12:15

**Book:** The Art of Public Speaking by Lucas

 <https://online.fliphtml5.com/nnzgb/elev/>

**Instructor:** Christine Johnson

**Office:** 178 FPAC

**Email:** christine.johnson@reinhardt.edu

**Phone:**  470-503-0821

**Room:** MC FPAC 177

**Office Hours:**  M, W 2:45- 4:00 pm

 T, TH 2:00 – 4:00pm

 By appointment or if my door is open

 **COURSE DESCRIPTION**

The purpose of this course is to introduce students to the techniques of speech construction and delivery that are used by public speakers to motivate their audiences.  This course will provide practice in a variety of speech styles with a focus on learning how to motivate change through powerful communication.

**COURSE OBJECTIVE/RATIONALE**

This course requires you to make professional presentations demonstrating your knowledge of topics related to your chosen major/field of study. Students in this course will be challenged to think critically and creatively about the world around them. They will learn how to compose meaningful and coherent messages, how to conduct responsible research, as well as how to develop and refine effective presentation skills.

**STUDENT LEARNING OBJECTIVES**

Organization and Message

The student will employ a professional speech structure that reinforces the central message of the presentation with assistance from a well-constructed outline

Language

The student will communicate the central message effectively through insightful word choice and creative selection of appropriate rhetorical devices.

Delivery

The student will deploy a variety of appropriate delivery tools to engage the audience.

Supporting Material

The student will offer varied and relevant evidence to support and reinforce his or her credibility.

**Deadlines – All assignments must be completed by the deadline. The instructor will not accept an assignment if it is submitted after the deadline either in the comments section or via email. There will be no exceptions**

**COURSE REQUIREMENTS**

**Outlines** – In order to assist you in organizing and presenting your presentations, a speech template will be created for each speech.

**Four speeches** - designed to enhance your ability to develop, organize, deliver, and interpret persuasive and informative messages.

**Anonymous thoughtful evaluations of each student’s speech**

**Weekly Quizzes** - posted on Canvas

**Attendance and participation** are **MANDATORY** and are important parts of your responsibility as a member of this class. Attendance cannot be made up.

**Absences: You are allowed two unexcused absences. An automatic F will be issued if there are seven or more unexcused absences. If I receive an email from your coach or doctor, you are excused from class. Please notify me in advance of religious holidays so that we can make arrangements. The school should be notified in the event of a family emergency so that your professors can be notified of your absence and return.**

**Academic Integrity:**

Reinhardt University expects academic honesty from all members of the community, and it is our policy that academic integrity is fostered to the highest degree possible. Consequently, all work submitted for grading in a course must be created as a result of your own thought and effort. Representing work as your own when it is not a result of such thought and effort is a violation of our code of academic integrity. Whenever it is established, that academic dishonesty has occurred, the course instructor shall impose a penalty upon the offending individual(s). It is recognized that some offenses are more egregious than others and that, therefore, a range of penalties should be available. Whenever possible, it would also be important to try to determine the intent of the offender, since the error could be a result of careless work rather than intent to deceive.

**Accommodations**

If you have a specific disability and require accommodations, please let me know immediately so you’re learning needs may be appropriately met. All student-athletes and students with disabilities must show me their athletic schedules or 504 letters at the beginning of the semester. This will assist me in discussing appropriate accommodations. We will discuss how to translate 504 terms like "flexibility with deadlines" and "flexibility with attendance" for this class. If you have not already done so, you will need to provide documentation to Academic Support in Lawson.

Academic Support coordinates reasonable accommodations for students with documented disabilities (medical, learning, or psychological). I am happy to accommodate students who have registered their disability with Academic Support. Please note that special accommodations cannot be made retroactively. If you have a disability and require accommodations in this class, let me know early in the semester, or as soon as you are eligible.

Any student who feels they may need an accommodation based on the impact of a disability should follow the university’s accommodation procedure by contacting Academic Support in Lawson.

**Sexual Misconduct**

Reinhardt University is committed to fostering a safe, productive learning environment. Title IX and SEU policy prohibit discrimination on the basis of sex and gender identity. Consequently, sexual misconduct-including harassment, domestic and dating violence, sexual assault, and stalking - is also prohibited.

The university is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible. As a faculty member, I am also required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident.

**Proxy Interactions:**

F.E.R.P.A. (The Family Educational Rights and Privacy Act) prohibits instructors from sharing certain information about your grades and academic performance with third parties. Some students may choose to allow a third party to have access to their full academic records. I reserve the right to request that any, and all, communication between myself and your proxy include you in every respect. I further request that all proxy interactions take place in person during the office hours posted on this syllabus unless we have arranged a special appointment. Be aware that your proxy’s conduct reflects on you, and counts as an extension of your performance in class. As such, it may affect your grade.

**Policies and Expectations:**

* In order for this course to be successful, active engagement is essential. Attendance is therefore required on a consistent basis. Attendance and participation in every class are expected of you.  In case of an emergency, you will be permitted to take three absences. Absences can be excused for the following reasons: 1) Documented illness or death of a family member (paperwork must be provided within a week of your return), 2) University obligations, 3) Observance of a religious holy day.
* Turn off all cell phones while in class.   No Laptops or other Tech.
* A combination of three tardiness or early departures from class will be considered an absence.
* No extra credit or make-up work unless it has been prearranged with the instructor.
* I am happy to go over any outlines or speeches before their due date.
* Assignments are due at the beginning of class on the day they are due. Whenever you know that you will be absent on a due date, you must upload it to Canvas before your class period on that day. Late assignments will not be accepted. Emails will not be accepted. I will not open the file. Any time you are absent from class for any reason, you are responsible for contacting a classmate to determine what you missed. Although I will clarify the information, it is your responsibility to find out what you missed in class first.
* Students must present on their scheduled day.
* Any university environment is bound to produce ideas, theories, belief systems, lifestyles, and opinions that differ from your own. While lively debate is an integral part of academic life, I request that we engage each other with respect and courtesy at all times.

**Title IX**

The Title IX regulation requires schools and colleges to implement specific and continuing steps to inform students and others of the protections against discrimination on the basis of sex. The notification must state that the requirement of non-discrimination in educational programs and activities extends to employment and admission. It also must say that questions about Title IX may be referred to the employee designated to coordinate Title IX compliance or to the assistant secretary for civil rights. Schools are required to include the name, address, and telephone number of the designated coordinator in their notifications.

**Grading Scale Course Grade:**

**A(s) 90%-100%-**follows the guidelines for the assignment and displays exceptional thought and originality.

**B(s) 80%-89%**-follows the guidelines for the assignment, displays considered thought, and some originality.

**C(s) 70%-79%**-follows most of the guidelines for the assignment, but lacks strong thought, and originality.

**D(s) 65%-69%**-work fails to follow most guidelines for the assignment, and lacks qualities of thought and originality

 **F(s) 64%- 0% -** work fails to follow guidelines

 **Questions:** If you have questions about your grades, please make an appointment with me so we can sit down and discuss it. I will not discuss grades over the phone or via email.

**Assignments**

A passing grade in this course requires the completion of all four speeches. Failure to complete all of these speeches will result in a failing grade. Assignments must be completed on time. Work submitted late will not be accepted. You are still expected to hand in your assignment on the day an assignment is due. This can be done either by requesting that a peer turn it in on your behalf, or by turning it in early.

It is your responsibility to upload the correct file to Canvas and to ensure that the upload was successful. It is required that hard copies be stapled and ready at the beginning of each period.

**COURSE ASSIGNMENTS**

**Introductory Speech**

The following is a three-minute speech of self-introduction. The purpose of this assignment is to allow you to interact with your peers in a more informal manner. Choose a picture that represents who you are or the person you wish to become. This should be a picture that either has significance for you or can serve as a metaphor for something unknown about you that you would like to convey to us. Put the photo on a PowerPoint slide so that we can view it during your presentation.  Please keep in mind that we are not interested in the picture itself, but rather in what it reveals about you. Your speech should include an introduction of yourself, your major, your class year, and your hometown.  It is important for you to deliver this speech with creativity, fun, honesty, and sincerity. For this assignment, you should not read directly from your written speech when giving your presentation nor should you try to deliver it verbatim but the written speech should help you to work through how you will approach and organize your speech.

Your performance will be evaluated according to the following criteria:

* Complies with the time requirements (minimum 3 minutes, maximum 4 minutes)
* Maintaining eye contact
* A relaxed tone of voice

**Informative Speech: Why, What & How?**

 This assignment may allow you to answer questions that begin with any of these three inquisitive terms. Are there any things that you have always wanted to learn, or conversely, anything that you are familiar with but would like to share with your peers? You should choose questions that are intriguing and provide answers that reveal relevant information that the class is not familiar with. For instance, “What is a piledriver?" “How does a glowforge work?” “What was street artist Banksy trying to accomplish with his street art?" are all fascinating questions from which we could gain insight. “How do you make the perfect pasta?” “What is the best electric bike?” “Why do I have to take a gym class? These questions do not qualify as meaningful topics for a presentation. It is imperative to remember that this is an informative speech. Therefore, any information that you present must not attempt to influence our opinions but should provide us with interesting and useful information we do not already know. To prevent duplicate speeches, we will register topics in advance. All topics must be approved by me prior to your presentation.

Please submit a typed outline of 2-4 pages for this presentation. This outline should include all the elements discussed in class, including a thesis statement, a specific purpose statement, an introduction, a body, main points, transitions, and a conclusion. As part of your presentation, you must cite at least four high-quality academic sources and include their citations in your outline and works cited.  MLA guidelines should be followed for your outline and works cited (consult the Purdue University Online Writing Lab for more information or Easy Bib). The outlines will be submitted a week before the first presentation so they can be graded and amended if necessary. It is important that you have a separate outline or notecards for yourself so that you can refer to it during your presentation.

Presentation Requirements:

1. Approximately 4-6 minutes in length
2. Examines a topic that has been approved
3. Delivers a speech that is engaging and enthusiastic
4. Utilizes four high-quality sources
5. Your speech should include citations of all your sources
6. An outline of your speech should be submitted in typed form
7. An introduction, body, and conclusion that are clearly defined

**Persuasive Speech: Advocating for a Solution**

 You will find a list of suggested topics on the last page of your syllabus

 In a persuasive speech, you should demonstrate that your solution is necessary, that it is scientifically, politically, or pedagogically grounded, and that it is among the most effective strategies. The success of your presentation will be measured partially by your ability to persuade your audience to endorse your solution, and hopefully, motivate them to act. It is important to keep your focus on the solution rather than the problem. Instead of simply explaining how your proposed solution works, you should provide evidence that it is viable. For this presentation, you must provide visual evidence. The solution you propose must be supported by visual evidence on at least five slides. As an example, photographs may be used as evidence, as well as charts, graphs, or interactive videos that may illuminate a problem or point to a solution. It is mandatory that at least two of these five slides be charts or graphs. Outlines, including works cited, are due a week before the presentation. Please download the presentation on a USB drive or use google docs so it can be shown in class.

It is my hope that you will be able to make significant improvements in both your delivery and the structure of your argument as this is your second speech. To identify areas for improvement, please refer to your feedback forms from the previous speech. It is essential that you prepare and practice for this assignment. This is so that you are able to construct a solid argument, as well as maintain effective eye contact and a sense of audience immediacy. Please cite at least four high-quality sources during the presentation and include them in your works cited. MLA guidelines should be followed in your works cited (see the Purdue Online Writing Lab website for more information).

Presentation Requirements:

1. Approximately 5-7 minutes in length
2. Analyzes an approved topic
3. Delivers his or her speech extemporaneously and enthusiastically
4. Incorporates four high-quality sources
5. Your speech must include citations for all your sources
6. Your proposed solution must be supported by at least five well-designed slides
7. Exhibits clear, sound reasoning

**Special Occasion Speech**

During this assignment, you will shoot a video of yourself delivering a speech that you have written and performed to mark an important occasion. Special occasions may be considered as follows: A speech at a wedding, a eulogy at a funeral, a roast, or a speech to commemorate an individual on achieving a personal milestone- such as an anniversary, retirement, or receiving an award. Have you ever dreamed of giving an Oscar speech? This is your chance.

Think outside the box! Consider giving your speech in a cool location. Don't forget to dress the part and decorate accordingly. Don't hold back. Have fun.

Presentation Requirements:

1. Respects the timeframe
2. Utilizes technology appropriately
3. Complies with the speech structure assigned to their type of speech.
4. Content should be thoughtful and appropriate to the occasion

**Anonymous Peer Evaluations**

Following each speech, you will complete a worksheet evaluating the verbal and nonverbal performance of your classmates. You will also evaluate the effectiveness of the organization and the evidence used in the presentation. This should be an honest assessment of your classmates' abilities that includes constructive strategies for improving their next presentation. After each speech, students will complete the form and hand it to the instructor at the end of class. This assignment cannot be made up if you are absent. Unless you have a doctor's note or have spoken with the instructor in advance. A number will be assigned to each packet of peer evaluation forms. Numbers assigned to students are only known to the instructor. Each student will receive his or her packet of anonymous peer reviews.

**Participation**

Please note that attendance and participation are not the same things. Your active engagement of course material, participation in class, and small group exercises, as we all as any impromptu speeches, will be evaluated to determine your participation grade.

**University Calendar – Important dates**

**Fall Semester 2023 August 14 - December 3, 2022**

**August 15**, Monday Classes begin

**August 16,** Tuesday Final day to add P-designated online courses

**August 22,** Monday Final day to change schedule, end of drop/add

**August 29,** Monday Last day to submit a graduation application for May 2023 degree completion without a late fee.

**September 5,** Monday Labor Day - University Closed

**October 5-7,** Wednesday-Friday Fall Break,

**October 6,** Thursday Mid-term grades due, full semester classes

**October 11,** Tuesday Final date to withdraw with grade of W, full semester classes

**October 17-28** Advising/Registration for Winter Term 2022, and spring and summer 2023

**November 22,** Tuesday Last day of classes

**November 23-25,** Wednesday-Friday Thanksgiving Holidays - classes canceled

**November 24-25,** Thursday-Friday University Closed

**Nov 28 - December 2**, Monday-Friday Final Examinations

**December 4,** Sunday End of Fall Semester / End of Term

**December 5,** Monday Deadline for posting Fall Semester grades

\*Evening classes at 6-10:50 p.m. are held Oct 5-7

**Tentative Schedule -COM 108**

 8/15 Introduction/ Syllabus

**Read:** Chapter 1 – Speaking in Public

8/17 Speech Anxiety – Getting to know each other

**Read: Chapter 2 – Ethics and Speaking**

8/22 Ethics and Speaking

**Read: Chapter 4 – Giving Your First Speech**

8/24 Ethics in Speaking/ What is an Introduction speech?

**Read: Chapter 11 – Outlining Your Speech**

**8/29 How to outline your speech**

**Read: Chapter 14 – Using Visual Aids**

**8/31 Why Visual Aids are Important**

 **Outline due**

**Read: Chapter 5 - Selecting a Topic and a Purpose**

9/5  Check CANVAS

9/7 Check CANVAS

**Read: Chapter 7 – Gathering Materials**

9/12 How to research

**Read: Chapter 8 – Supporting Your Ideas**

9/14 Supporting your ideas, what is an informative speech?

**Read: Chapter 9– Organizing the Body of Your Speech,**

 9/19 Organizing the Body of your Speech and Outlining your Speech

**Read: Chapter 15 – Speaking to inform**

9/21 Informative Speech -Beginning and Ending of your speech

**Read:** **Chapter 10 – Beginning and Ending the speech**

**9/26** Work on Quizzes

**Read: Chapter 10 – Beginning and Ending the speech**

**9/28** Get Ahead on your quizzes

10/3 Check CANVAS

10/5 Check CANVAS

**Read: Chapter 16- Speaking to Persuade**

10/10 Speaking to Persuade

**Read: Chapter 17 – Methods of Persuasion**

10/12 Methods of Persuasion

10/17 Methods of Persuasion

10/19 Check CANVAS

10/24Beginning and End of your Persuasive Speech

**Read: Chapter 12 – Using Language**

10/26 Using Language

10/31 Check CANVAS

11/2 Check CANVAS

**Read: Chapter 18 -Special Occasion Speeches**

11/7 Special Occasion Speeches – What are they?

**Read: Chapter 13 - Delivery**

11/9Delivery of Special Occasion Speech

11/14 Check CANVAS

11/16 Check CANVAS

**11/21** Check CANVAS

11/23 Thanksgiving Break

**11/28-12/3 FINALS WEEK**

 APENDIX

**Speech Outline Formatting Guide**

**Title**: Organizing Your Public Speech

**Topic**: Organizing public speeches

**Specific** **Purpose** **Statement**: To inform listeners about the various ways in which they can organize their public speeches.

**Thesis** **Statement**: A variety of organizational styles can be used to organize public speeches.

# Introduction

Paragraph that gets the attention of the audience, establishes goodwill with the audience, states the purposed of the speech, and previews the speech and its structure. (Transition)

# Body

1. Main point
	1. Sub-point
	2. Sub-point
	3. Sub-point
		1. Supporting point ii. Supporting point

(Transition)

1. Main point
	1. Sub-point
		1. Supporting point

1. Example 2. Example ii. Supporting point

* 1. Sub-point

(Transition)

# Conclusion

Paragraph that prepares the audience for the end of the speech, presents any final appeals, and summarizes and wraps up the speech.

# Bibliography

**Example of Outline**

**COM 108**

**Your Name**

**Preparation Outline**

*Specific Purpose:* To inform my audience about the nature, extent, and symptoms of panic

attacks.

*Central Idea:* Panic attacks are serious medical conditions whose fearful symptoms affect

millions of people.

*Introduction*

I. I can’t breathe, my arms are tingling, I’m really dizzy, and it feels as if my heart is about

to fly out of my chest.

II. When this happened to me three years ago at an outdoor concert, I was really frightened.

A. At the time, I had no idea what was going on.

B. My doctor told me later that I had experienced a panic attack.

III. I have learned a lot about my condition during the past three years, and I did additional

research for this speech.

IV. Today I would like to inform you about the nature of panic attacks, the people affected

most often by them, and the options for treatment.

(*Transition:* Let’s start with the nature of panic attacks.)

*Body*

I. Panic attacks are a severe medical condition with a number of physical and mental

symptoms.

A. As defined by the National Institute of Mental Health, panic attacks involve

“Unexpected and repeated episodes of intense fear accompanied by physical

symptoms.”

1. The attacks usually come out of nowhere and strike when least expected.

2. Their length can vary from a few minutes to several hours.

B. There are a number of symptoms common to most panic attacks.

1. Physical symptoms include a pounding heart, shortness of breath,

lightheadedness, and numbness or tingling sensations in the arms and legs.

2. Mental symptoms include acute fear, a sense of disaster or helplessness,

and a feeling of being detached from one’s own body.

(*Transition:* Now that you know something about the nature of panic attacks, let’s look at how widespread they are.)

II. Panic attacks affect millions of people.

A. According to the American Psychiatric Association, six million Americans suffer

from panic attacks.

B. Some groups have a higher incidence of panic attacks than do other groups.

1. The National Institute of Mental Health reports that panic attacks strike

women twice as often as men.

2. Half the people who suffer from panic attacks develop symptoms before

the age of 24.

(*Transition:* Given the severity of panic attacks, I’m sure you are wondering how they can be treated.)

III. There are two major options for treating panic attacks.

A. One option is medication.

1. Antidepressants are the most frequently prescribed medication for panic

attacks.

2. They rearrange the brain’s chemical levels so as to get rid of unwanted

fear responses.

B. Another option is cognitive-behavioral therapy.

1. This therapy involves techniques that help people with panic attacks gain

control of their symptoms and feelings.

a. Some techniques involve breathing exercises.

b. other techniques target thought patterns that can trigger panic

 attacks.

2. According to David Barlow, author of the *Clinical Handbook of*

*Psychological Disorders*, cognitive-behavioral therapy can be highly

effective.

*Conclusion*

I. As we have seen, panic attacks affect millions of people.

II. Fortunately, there are treatment options to help prevent panic attacks and to help deal

with them when they occur.

III. In my case, the combination of medication and cognitive-behavioral therapy has been

extremely helpful.

IV. I don’t know if I will ever be completely free of panic attacks, but at least I understand

now what they are and what I can do about them.

**Example of MLA Bibliography**

## Format Examples

### Books

**Format:**
Author's last name, first name. *Book title*. Additional information. City of publication: Publishing company, publication date.

**Examples:**

Allen, Thomas B. *Vanishing Wildlife of North America*. Washington, D.C.: National Geographic Society, 1974.

Boorstin, Daniel J. *The Creators: A History of the Heroes of the Imagination*. New York: Random, 1992.

Hall, Donald, ed. *The Oxford Book of American Literacy Anecdotes*. New York: Oxford UP, 1981.

Searles, Baird, and Martin Last. *A Reader's Guide to Science Fiction*. New York: Facts on File, Inc., 1979.

Toomer, Jean. *Cane*. Ed. Darwin T. Turner. New York: Norton, 1988.

### Encyclopedia & Dictionary

**Format:**
Author's last name, first name. "Title of Article." *Title of Encyclopedia*. Date.

Note: If the dictionary or encyclopedia arranges articles alphabetically, you may omit volume and page numbers.

**Examples:**

"Azimuthal Equidistant Projection." *Merriam-Webster's Collegiate Dictionary*. 10th ed. 1993.

Pettingill, Olin Sewall, Jr. "Falcon and Falconry." *World Book Encyclopedia*. 1980.

Tobias, Richard. "Thurber, James." *Encyclopedia Americana*. 1991 ed.

Levinson, David, and Melvin M. Ember, eds. *Encyclopedia of Cultural Anthropology.* 4 vols. New York: Henry Holt, 1996. Print.

### Magazine & Newspaper Articles

**Format:**
Author's last name, first name. "Article title." *Periodical title* Volume # Date: inclusive pages.

Note: If an edition is named on the masthead, add a comma after the date and specify the edition.

**Examples:**

Hall, Trish. "IQ Scores Are Up, and Psychologists Wonder Why." *New York Times* 24 Feb. 1998, late ed.: F1+.

Kalette, Denise. "California Town Counts Down to Big Quake." *USA Today* 9 21 July 1986: sec. A: 1.

Kanfer, Stefan. "Heard Any Good Books Lately?" *Time* 113 21 July 1986: 71-72.

Trillin, Calvin. "Culture Shopping." *New Yorker* 15 Feb. 1993: 48-51.

### Website or Webpage

**Format:**
Author's last name, first name (if available). "Title of work within a project or database." *Title of site, project, or database*. Editor (if available). Electronic publication information (Date of publication or of the latest update, and name of any sponsoring institution or organization). Date of access and <full URL>.

Note: If you cannot find some of this information, cite what is available.

**Examples:**

Devitt, Terry. "Lightning injures four at music festival." *The Why? Files*. 2 Aug. 2001. 23 Jan. 2002 <http://whyfiles.org /137lightning/index.html>.

Dove, Rita. "Lady Freedom among Us." *The Electronic Text Center*. Ed. David Seaman. 1998. Alderman Lib., U of Virginia. 19 June 1998 <http://etext.lib.virginia.edu /subjects/afam.html>.

Lancashire, Ian. Homepage. 28 Mar. 2002. 15 May 2002 <http://www.chass.utoronto.ca:8080 /~ian/>.

Levy, Steven. "Great Minds, Great Ideas." *Newsweek* 27 May 2002. 10 June 2002 <http://www.msnbc.com /news/754336.asp>.

**The following are examples of topics. You do not have to use any of these. You are free to create your own.**

**Informative speech topics:**

1. When can we see an end to racial violence?
2. Same-sex marriages and their impact on American society
3. Is it necessary to eradicate capital punishment?
4. How effective is single parenting for raising children?
5. What is the historical significance of the Great Depression?
6. What is a better option: buying a car or renting one?
7. What is the significance of vaccination on a global scale?
8. How can you create a successful brand?
9. How to communicate with specially-able children?
10. How can you be a persuasive speaker?

#### Fun Informative Speech Topics

1. How do you think people celebrate Valentine’s Day in different cultures?
2. Why to send monkeys in outer space?
3. What makes Irish celebration funny?
4. What fun games should you enjoy at the beach?
5. The historical evolution of making an ice-cream
6. Why people find it interesting to have tattoos?
7. How people have evolved with taking selfies?
8. How do horoscopes tell about your personality?
9. The dos and don’ts of working at Disneyland
10. Best ways to cheat your way out in a game of Poker

#### Public Speaking Informative Speech Topics

1. Should there be segregated classrooms for boys and girls?
2. How to make children’s education more inclusive?
3. What can we do to reduce global warming effects?
4. What should you do to cyberbullies?
5. Do we really need gun control regulation?
6. Why do you need to be considerate about sex education?
7. Should schools operate on business models?
8. Hardcover books are better than ebooks.
9. How can you make a difference in global warming?
10. Are juvenile courts doing their job?

#### Easy Informative Speech Topics

1. What are the different breeds of cats?
2. How does a supercomputer work?
3. How can you train your cat?
4. How do you protect yourself from natural disasters?
5. Do you know about some of not so famous presidents of the United States?
6. What makes Jazz music different?
7. What are some of the fastest-growing cities in the United States?
8. What is the best way to keep your closet organized?
9. How to bake a chocolate cake?
10. What makes you better at public speaking?

#### Creative Informative Speech Topics

1. Can we make electricity from biosources to fuel cities?
2. How do you think Elon Musk can revolutionize the space race?
3. How to avoid the next Great Depression?
4. Does biracial adoption work for families?
5. Does gun control policies at school help in reducing terror acts?
6. What needs to be done to create global basic income?
7. What are some of the funniest traditions around the world?
8. How can you turn your hobby into a viable business?
9. Why do you need reforms to curb domestic violence?
10. What are ways for starting your business with little investment?

#### Entertaining Informative Speech Topics

1. What education do you need for being a superstar?
2. How does Freddie Mercury inspire the millennials?
3. The usage of CGI technology in movies
4. How do reality shows generate revenue?
5. How does the #Metoo movement affect the entertainment industry worldwide?
6. What are some of the best series to binge-watch in 2023?
7. What makes Hollywood scandals popular among the youth?
8. What pranks are trending among youth?
9. How can Beethoven’s music inspire the music industry?
10. What makes the music band to fall apart?

**Persuasive speech topics:**

**Social Media**

1. At what age should children be allowed to be on social media?
2. Should schools be responsible for teaching safe social media education?
3. When should children be allowed to have a cell phone?
4. What should the punishment be for cyberbullying?
5. Do online friendships have the same benefits as in-person friendships?
6. Are social media influencers beneficial or harmful to society?
7. Has the popularity of “selfies” increased self-confidence or self-centeredness?
8. Is cancel culture a positive or a negative thing?
9. What are the most reliable, unbiased sources to receive news and information?

**Politics and Society**

1. Should voting become mandatory?
2. What could politicians do to appeal to younger generations of voters?
3. Should prisoners have the right to vote?
4. Would it be better in the U.S. if elected politicians were younger?
5. Should the police use rubber bullets instead of real bullets?
6. Are private, for-profit prisons a threat to prisoners’ rights?
7. Should U.S. military funding be increased or decreased?
8. Should there be stricter or looser restrictions to qualify for welfare assistance?
9. Is our current two-party political system good enough or in need of replacing?
10. Should major corporations be eligible for tax breaks?
11. How can the current policy on undocumented immigrants in America be improved?
12. Should it be illegal for politicians to receive donations from large corporations?

**Art, Media, and Culture**

1. Should tattoos still be considered “unprofessional”?
2. Do romantic movies and books glorify an unrealistic idea of love and lead to heartbreak?
3. Should offensive and inappropriate language be removed from classic literature?
4. Does watching TV shows or movies about teenage suicide encourage it or prevent it?
5. Is creating films and documentaries about criminals glorifying them and inspiring some to become criminals themselves?
6. Should art and music therapy be prioritized over traditional talk therapy?

**College and Career**

1. Should the cost of college be reduced?
2. Are income-share agreements better for students than taking out student loans?
3. Should college athletes be paid like professional athletes are?
4. Are same-sex colleges beneficial or antiquated?
5. Should everyone go to college?
6. What are the benefits of taking a gap year before starting college?
7. Would removing tenure and job-protection from professors improve or reduce the quality of higher education?
8. Has the traditional college model become outdated in the age of the Internet?
9. Should you pursue a career based on your passions or a career based on earning potential?

**Economy and Work**

1. Should the federal minimum wage be increased?
2. Is the boom of e-commerce harmful or beneficial to small communities?
3. Should everyone receive paid maternity and paternity leave?
4. Is capitalism a harmful or beneficial economic system?
5. Would three-day weekends increase work productivity?
6. Should working from home be the new standard?
7. Should there be a mandatory retirement age?

**Types of Special Occasion Speeches**:

### Speeches of Introduction

The first type of special occasion speech is the **speech of introduction**, which is a mini-speech given by the host of a ceremony that introduces another speaker and his or her speech. Few things are worse than when the introducer of a speaker stands up and says, “This is Wyatt Ford. He’s going to talk about stress.” While we did learn the speaker’s name and the topic, the introduction falls flat. Audiences won’t be the least bit excited about listening to Wyatt’s speech.

***Speech of introduction***

*a mini-speech given by the host of a ceremony that introduces another speaker and his or her speech*

Just like any other speech, a speech of introduction should be a complete speech and have a clear introduction, body, and conclusion—and you should do it all in under two minutes. This brings up another “few things are worse” scenario: an introductory speaker who rambles on for too long or who talks about himself or herself instead of focusing on the person being introduced.

For an introduction, think of a hook that will make your audience interested in the upcoming speaker. Did you read a news article related to the speaker’s topic? Have you been impressed by a presentation you’ve heard the speaker give in the past? You need to find something that can grab the audience’s attention and make them excited about hearing the main speaker.

The body of your speech of introduction should be devoted to telling the audience about the speaker’s topic, why the speaker is qualified, and why the audience should listen (notice we now have our three main points). First, tell your audience in general terms about the overarching topic of the speech. Most of the time as an introducer, you’ll only have a speech title and maybe a paragraph of information to help guide this part of your speech. That’s all right. You don’t need to know all the ins and outs of the main speaker’s speech; you just need to know enough to whet the audience’s appetite. Next, you need to tell the audience why the speaker is a credible speaker on the topic. Has the speaker written books or articles on the subject? Has the speaker had special life events that make him or her qualified? Lastly, you need to briefly explain to the audience why they should care about the upcoming speech. The outline can be adjusted; for example, you can give the biographical information first, but these three areas should be covered.

The final part of a good introduction is the conclusion, which is generally designed to welcome the speaker to the lectern. Many introducers will conclude by saying something like, “I am looking forward to hearing how Wyatt Ford’s advice and wisdom can help all of us today, so please join me in welcoming Dr. Wyatt Ford.” At this point, you as the person introducing the speaker are “handing off” the speaking duties to someone else, so it is not uncommon to end your speech of introduction by clapping as the speaker comes on stage or shaking the speaker’s hand.

### Speeches of Presentation

The second type of special occasion speech is the **speech of presentation**. A speech of presentation is a brief speech given to accompany a prize or honor. Speeches of presentation can be as simple as saying, “This year’s recipient of the Lavache Public Speaking prize is Ryann Curley,” or could last up to five minutes as the speaker explains why the honoree was chosen for the award. An interesting example of a speech presenting an award is this one by Zoe Saldana for J.J. Abrams (https://www.youtube.com/watch?v=x03cGSszr8Q).

***Speech of presentation***

*a brief speech given to accompany a prize or honor*

When preparing a speech of presentation, it’s always important to ask how long the speech should be. Once you know the time limit, then you can set out to create the speech itself. First, you should explain what the award or honor is and why the presentation is important. Second, you can explain what the recipient has accomplished in order for the award to be bestowed. Did the person win a race? Did the person write an important piece of literature? Did the person mediate conflict? Whatever the recipient has done, you need to clearly highlight his or her work. Lastly, if the race or competition was conducted in a public forum and numerous people didn’t win, you may want to recognize those people for their efforts as well. While you don’t want to steal the show away from winner, you may want to highlight the work of the other competitors or nominees.

### Speeches of Acceptance

The complement to a speech of presentation is the **speech of acceptance**. The speech of acceptance is a speech given by the recipient of a prize or honor. There are three typical components of a speech of acceptance: 1) thank the givers of the award or honor, 2) thank those who helped you achieve your goal, and 3) put the award or honor into perspective. First, you want to thank the people who have given you the award or honor and possibly those who voted for you. We see this done every year during the Oscars, “First, I’d like to thank the Academy and all the Academy voters.”

***Speech of acceptance***

*a speech given by the recipient of a prize or honor*

Second, you want to give credit to those who helped you achieve the award or honor. No person accomplishes things in life on his or her own. We all have family members, friends, and colleagues who support us and help us achieve what we do in life, and a speech of acceptance is a great time to graciously recognize those individuals. Lastly, put the award in perspective. Tell the people listening to your speech why the award is meaningful to you. If you know you are up for an award, the odds of your winning are high. In order to avoid blubbering through an accep-tance speech, have one ready. A good rule to remember is: Be thankful, be gracious, be short.

### Speeches of Dedication

A fourth special occasion speech is the **speech of dedication**. A speech of dedication is delivered when a new store opens, a building is named after someone, a plaque is placed on a wall, a new library is completed, and so on. These speeches are designed to highlight the importance of the project and possibly those to whom the project has been dedicated. Maybe your great-uncle has died and left your college tons of money, so the college has decided to rename one of the residence halls after him. In this case, you may be asked to speak at the dedication.

***Speech of dedication***

*a speech delivered to mark the unveiling, opening, or acknowledging of some landmark or structure*

When preparing a speech of dedication, start by explaining how you are involved in the dedication. If the person to whom the dedication is being made is a relative, tell the audience that the building is being named after your great-uncle who bestowed a gift to his alma mater. Second, you want to explain what is being dedicated. If the dedication is a new building or a pre-existing building, you want to explain the importance of the structure. You should then explain who was involved in the project.

If the project is a new structure, talk about the people who built the structure or designed it. If the project is a pre-existing structure, talk about the people who put together and decided on the dedication. Lastly, explain why the structure is important for the community in which it is located. If the dedication is for a new store, talk about how the store will bring in new jobs and new shopping opportunities. If the dedication is for a new wing of a hospital, talk about how patients will be served and the ad-vances in medicine the new wing will provide the community.

### Toasts

At one time or another, almost everyone is going to be asked to deliver a toast. A **toast** is a speech designed to congratulate, appreciate, or remember. First, toasts can be delivered for the purpose of congratulating someone for an honor, a new job, or getting married. You can also toast someone to show your appreciation for something he or she has done. Lastly, we toast people to remember them and what they have accomplished.

***Toast***

*a speech designed to congratulate, appreciate, or remember*

When preparing a toast, the first goal is always to keep your remarks brief. Toasts are generally given during the middle of some kind of festivities (e.g., wedding, retirement party, farewell party), and you don’t want your toast to take away from those festivities for too long. Second, the goal of a toast is to focus attention on the person or persons being toasted—not on the speaker.

As such, while you are speaking, you need to focus your attention toward the people being toasted, both by physically looking at them and by keeping your message about them. You should also avoid any inside jokes between you and the people being toasted because toasts are public and should be accessible for everyone who hears them. To conclude a toast, simply say something like, “Please join me in recognizing Gina for her achievement” and lift your glass. When you lift your glass, this will signal to others to do the same and then you can all take a drink, which is the end of your speech.

### Roasts

A **roast** is a very interesting and peculiar speech because it is designed to both praise and good-naturedly insult a person being honored. Because of this combination of purposes, it is not hard to argue that the roast is probably a challenging type of speeches to write given the difficult task of simultaneously praising and insulting the person. Generally, roasts are given at the conclusion of a banquet in honor of someone’s life achievements. The television station Comedy Central has been conducting roasts of various celebrities for a few years, and if you’ve ever watched one, you’ll know that the roasters don’t pull any punches.

***Roast***

*a humorous speech designed to both praise and good-naturedly insult a person being honored*

During a roast, the roaster will stand behind a lectern while the roastee is seated somewhere where he or she is clearly on display for the audience to see, thus allowing the audience to take in his or her reactions. Since half the fun of a good roast is watching the roastee’s reactions during the roast, it’s important to have the roastee clearly visible to the audience.

How does one prepare for a roast? First, you want to really think about the person who is being roasted. Does he or she have any strange habits or amusing stories in their past that you can discuss? When you think through these questions, you want to make sure that you cross anything off your list that is truly private information or will really hurt the person. The goal of a roast is to poke at him, not massacre him.

Second, when selecting which aspects to poke fun at, you need to make sure that the items you choose are widely known by your audience. Roasts work when the majority of people in the audience can relate to the jokes being made. If you have an inside joke with the roastee, bringing it up during roast may be great fun for the two of you, but it will leave your audience unimpressed. Lastly, end on a positive note. While the jokes are definitely the fun part of a roast, you should leave the roastee knowing that you truly do care about and appreciate the person.

### Eulogies

A **eulogy** is a speech given in honor of someone who has died (Don’t confuse “eulogy” with “elegy,” a poem or song of mourning). Not to sound depressing, but since everyone who is alive will someday die, the chance of your being asked to give a eulogy someday for a friend, family member, or loved one is significant. However, when the time comes to deliver a eulogy, it’s good to know what you’re doing and to adequately prepare your remarks.

***Eulogy***

*a speech given in honor of someone who has died*

When preparing a eulogy, first you need to know as much information about the deceased as possible. The more information you have about the person, the more personal you can make the eulogy. While you can rely on your own information if you were close to the deceased, it is always a good idea to ask friends and relatives of the deceased for their memories, as these may add important facets that may not have occurred to you. Of course, if you were not very close to the deceased, you will need to ask friends and family for information. Second, although eulogies are delivered on the serious and sad occasion of a funeral or memorial service for the deceased, it is very helpful to look for at least one point to be lighter or humorous. In some cultures, in fact, the friends and family attending the funeral will expect the eulogy to be highly entertaining and amusing.

Take, for example, Tom Arnold’s eulogy of Saturday Night Live actor Chris Farley. During his speech at Farley’s funeral, Arnold noted, “Chris was concerned about his size, and so he made sure that all of us who knew him well saw him naked at least once” (Glionna, 1998). Picturing the heavy-set comedian naked surely brought some humor to the somber proceedings, but Arnold knew Farley (and his audience) well enough to know that the story would be appropriate.

Knowing the deceased and the audience is vital when deciding on the type and amount of humor to use in a eulogy. You can imagine the audience being shocked and possibly offended if someone had suggested picturing Eleanor Roosevelt in the nude during her funeral. But it would be appropriate to tell a funny story about Uncle Joe’s love for his rattletrap car or Aunt Mary’s love of tacky Christmas sweaters. Ultimately, the goal of the humor or lighter aspects of a eulogy is to relieve the tension that is created by the serious nature of the occasion.

If you are ever asked to give a eulogy, that means you were probably close to the deceased and are experiencing shock, sadness, and disbelief at your loved one’s passing. The last thing that you will want to do (or be in a mental state to do) is figure out how to structure your eulogy. To that end, here are three parts of a eulogy (i.e. main points) you can use to write one without worrying about being original with structure or organizational patterns.

#### **Praise**

The first thing you want to do when remembering someone who has passed away is remind the audience what made that person so special. So you will want to praise her and her accomplishments. This can include notable achievements (being an award winner; helping with charities), personal qualities (“she was always willing to listen to your problems and help in any way she could”), or anecdotes and stories (being a great mother; how she drove to college to visit you when you were homesick).

#### **Lament**

The second thing you want to do in a eulogy is to lament the loss. To **lament** means to express grief or sorrow, which is what everyone at a funeral has gathered to do. You will want to acknowledge that everyone is sad and that the deceased’s passing will be difficult to get through. Here you might mention all the things that will no longer happen as a result of the death. “Now that Grandpa is gone, there won’t be any more Sunday dinners where he cooks chicken on the grill or bakes his famous macaroni and cheese.”

***Lament***

*to express grief or sorrow*

#### **Console**

The final step (or main point) in a eulogy is to **console** the audience, or to offer comfort in a time of grief. What you must remember (and many people often forget) is that a eulogy is not a speech for the person who has died; it is a speech for the people who are still living to try to help them deal with the loss. You will want to end your eulogy on a positive note. Offer some hope that someday, things will get better. If the deceased was a religious person, this is where you might want to incorporate elements of that belief system. Some examples would include ideas like:

***Console***

*to offer comfort in a time of grief*

“Jim has gone home to be with the Lord and is looking down on us fondly today.”

“We may miss Aunt Linda deeply, but our memories of her will live on forever, and her impact on this world will not soon be forgotten.”

Using the Praise-Lament-Console format for eulogies gives you a simple system where you can fill in the sections with 1) why was the person good, 2) why you will miss him or her, and 3) how you and the audience will get through this loss. It sometimes also helps to think of the three points in terms of Past-Present-Future: you will praise the deceased for what he did when he was alive (the past), lament the loss you are feeling now (the present), and console your audience by letting them know that things will be all right (the future).

With regard to a eulogy you might give in class, you generally have two options for how to proceed: you can eulogize a real person who has passed away, or you can eulogize a fictional character (an alarmingly high number of students tend to eulogize Santa Claus for some reason). If you give a eulogy in class on someone in your life who has actually passed away (a relative or close friend), be aware that it is very common for students to become emotional and have difficulty giving their speech. Even though you may have been fine practicing at home and feel good about giving it, the emotional impact of speaking about a deceased loved one in front of others can be surprisingly powerful. Conversely, if you give a eulogy on a fictional character, and if your professor allows that, the one rule you must remember above everything else is that you must treat your eulogy as you would a real eulogy. You wouldn’t make fun of or trivialize someone’s life at an actual funeral, so don’t do that in your eulogy for a serious speech assignment either.

### Speeches of Farewell

A **speech of farewell** allows someone to say good-bye to one part of his or her life as he or she is moving on to the next part of life. Maybe you’ve accepted a new job and are leaving your current job, or you’re graduating from college and entering the work force. Periods of transition are often marked by speeches of farewell. When preparing a speech of farewell, the goal should be to thank the people in your current position and let them know how much you appreciate them as you make the move to your next position in life. Second, you want to express to your audience how much the experience has meant to you. A farewell speech is a time to commemorate and think about the good times you’ve had. As such, you should avoid negativity during this speech. Lastly, you want to make sure that you end on a high note.

***Speech of farewell***

*a speech allowing someone to say goodbye to one part of his or her life as he or she is moving on to the next part of life*

### Speeches of Apology

**Speeches of apology** have become more and more commonplace. Every time we turn around, a politician, professional athlete, musician, or actor/actress is doing something reprehensible and getting caught. In fact, the speech of apology has quickly become a fodder for humor as well. Let’s take a look at a real apology speech delivered by professional golfer Tiger Woods.

***Speech of apology***

*a speech designed to acknowledge wrongdoing, take responsibility, and offer restitution*

(http://www.youtube.com/watch?v=Xs8nseNP4s0).

When you need to make an apology speech, there are three elements that you need to include: be honest and take responsibility, say you’re sorry, and offer restitution.

First, a speaker needs to be honest and admit to doing something wrong. The worst apology speeches are those in which the individual tries to sidestep the wrongdoing. Second, say that you are sorry. People need to know that you are remorseful for what you’ve done. One of the problems many experts saw with Tiger Woods’ speech is that he doesn’t look remorseful at all. While the words coming out of his mouth were appropriate, he looked like a robot forced to read from a manuscript written by his press agent.

Lastly, you need to offer restitution. Restitution can come in the form of fixing something broken or a promise not to engage in such behavior in the future. Most people are very willing to forgive when they are asked sincerely.

### Speeches for Commencements

A **speech of commencement** (or, as it is more commonly known, a “commencement speech”) is designed to recognize and celebrate the achievements of a graduating class or other group of people. These typically take place at graduation ceremonies. Nearly all of us have sat through commencement speeches at some point in our lives. And if you’re like us, you’ve heard good ones and bad ones. Numerous celebrities and politicians have been asked to deliver commencement speeches at colleges and universities. A famous and well-thought-out commencement speech was given by famed Harry Potter author J. K. Rowling at Harvard University in 2008 (found at http://www.youtube.com/watch?v=nkREt4ZB-ck). Rowling’s speech has the perfect balance of humor and inspiration, which are two of the main ingredients of a great commencement speech.

***Speech of commencement***

*a speech designed to recognize and celebrate the achievements of a graduating class or other group of people*

If you’re ever asked to deliver a commencement speech, there are some key points to think through when deciding on your speech’s content.

* If there is a specific theme for the graduation, make sure that your commencement speech addresses that theme. If there is no specific theme, come up with one for your speech. Some common commencement speech themes are commitment, competitiveness, competence, confidence, decision making, discipline, ethics, failure (and overcoming failure), faith, generosity, integrity, involvement, leadership, learning, persistence, personal improvement, professionalism, reality, responsibility, and self-respect.
* Talk about your life and how graduates can learn from your experiences to avoid pitfalls or take advantages of life. How can your life inspire the graduates in their future endeavors?
* Make the speech humorous. Commencement speeches should be entertaining and make an audience laugh.
* Be brief! Nothing is more painful than a commencement speaker who drones on and on. Remember, the graduates are there to get their diplomas; their families are there to watch the graduates walk across the stage.
* Remember, while you may be the speaker, you’ve been asked to impart wisdom and advice for the people graduating and moving on with their lives, so keep it focused on them.
* Place the commencement speech into the broader context of the graduates’ lives. Show the graduates how the advice and wisdom you are offering can be utilized to make their own lives better.

Overall, it’s important to make sure that you have fun when delivering a commencement speech. Remember, it’s a huge honor and responsibility to be asked to deliver a commencement speech, so take the time to really think through and prepare your speech.

### After-Dinner Speeches

**After-dinner speeches** are humorous speeches that make a serious point. These speeches get their name from the fact that they historically follow a meal of some kind. After-dinner speakers are generally asked to speak (or hired to speak) because they have the ability both to speak effectively and to make people laugh. First and foremost, after-dinner speeches are speeches and not stand-up comedy routines. All the basic conventions of public speaking previously discussed in this text apply to after-dinner speeches, but the overarching goal of these speeches is to be entertaining and to create an atmosphere of amusement.

***After-dinner speech***

*a humorous speech that makes a serious point*

After-dinner speaking is an extremely difficult type of speaking to do well because it is an entertaining speech that depends on the successful delivery of humor. People train for years to develop comic timing, or the verbal and nonverbal delivery used to enhance the comedic value of a message. But after-dinner speaking is difficult, not impossible. What follows is the method we recommend for developing a successful after-dinner speech.

First, use all that you have learned about informative or persuasive speeches to prepare a real informative or persuasive speech roughly two-thirds the length of what the final speech will become. That is, if you’re going to be giving a ten-minute speech, then your “real” informative or persuasive speech should be six or seven minutes in length. This is the “serious message” portion of the speech where you will try to make a point of educating your audience.

Next, go back through the speech and look for oppor-tunities to insert humorous remarks. Once you’ve looked through your speech and examined places for verbal humor, think about any physical humor or props that would enhance your speech. Physical humor is great if you can pull it off without being self-conscious. One of the biggest mistakes any humorist makes is to become too aware of what his or her body is doing because it’s then harder to be free and funny. As for props, after-dinner speakers have been known to use everything from oversized inflatable baseball bats to rubber clown noses. The goal for a funny prop is that it adds to the humor of the speech without distracting from its message.

Last, and probably most important, try the humor out on real, live people. This is important for three reasons. First, the success of humor depends heavily on delivery, and especially timing in delivery. You will need practice to polish your delivery so that your humor comes across. If you can’t make it through one of your jokes without cracking up, you will need to either incorporate the self-crackup into your delivery or forgo using that joke.

Second, just because you find something unbelievably funny in your head doesn’t mean that it will make anyone else laugh. Often, humor that we have written down on paper just doesn’t translate when orally presented. You may have a humorous story that you love reading on paper, but find that it just seems to drone on once you start telling it out loud. Furthermore, remember there is a difference between written and verbal language, and this also translates to how humor is interpreted. Third, you need to make sure the humor you choose will be appropriate for a specific audience. What one audience finds funny another may find offensive. Humor is the double-edged sword of public speaking. On one side, it is an amazing and powerful speaking tool, but on the other side, few things will alienate an audience more than offensive humor. If you’re ever uncertain about whether a piece of humor will offend your audience, don’t use it.

So you may now be asking, “What kind of topics are serious that I can joke about?” The answer to that, like the answer to most everything else in the book, is dependent on your audience and the speaking situation, which is to say any topic will work, while at the same time you need to be very careful about how you choose your topic.

Take, for example, the experience one of your authors had while he was attending a large university. One of the major problems that any large university faces is parking: the ratio of parking spaces to students at some of these schools can be 1:7 (one parking space for every seven students). In addressing this topic at a banquet, a student gave an after- dinner speech that addressed the problem of the lack of student parking. To do so, he camouflaged his speech as a faux-eulogy (fake eulogy) for the yellow and black board on the parking lot gates (see Image 15.1) that was constantly and consistently driven through by students wanting to access restricted parking. The student personified the board by noting how well it had done its job and lamented that it would never get to see its little toothpick children grow up to guard the White House. But underneath the humor incorporated into the speech was a serious message: this wouldn’t keep happening if there were adequate parking for students on campus.

### Motivational Speeches

A **motivational speech** is designed not only to make an audience experience emotional arousal (fear, sadness, joy, excitement) but also to motivate the audience to do something with that emotional arousal. Whereas a traditional persuasive speech may want listeners to purchase product X or agree with ideology Y, a motivational speech helps to inspire people in a broader fashion, often without a clearly articulated end result in mind. As such, motivational speaking is a highly specialized form of persuasive speaking commonly delivered in schools, businesses, religious houses of worship, and club or group contexts. The Toastmasters International Guide to Successful Speaking (Slutsky & Aun, 1997) lists four types of motivational speeches: hero, survivor, religious, and success.

***Motivational speech***

*a speech designed not only to make an audience experience emotional arousal (fear, sadness, joy, excitement) but also to motivate the audience to do something with that emotional arousal*

The **hero speech** is a motivational speech given by someone who is considered a hero in society (e.g., military speakers, political figures, and professional athletes). Just type “motivational speech” into YouTube and you’ll find many motivational speeches given by individuals who can be considered heroes or role models.

***Hero speech***

*a motivational speech given by someone who is considered a hero in society*

The **survivor speech** is a speech given by someone who has survived a personal tragedy or who has faced and overcome serious adversity. In the following clip, cancer survivor Becky M. Olsen discusses being a cancer survivor (http://www.youtube.com/watch?v=zuo1u\_C9\_3g). Becky Olsen goes all over the country talking with and motivating cancer survivors to beat the odds.

***Survivor speech***

*a speech given by someone who has survived a personal tragedy or who has faced and overcame serious adversity*

The **religious speech** is fairly self-explanatory; it is designed to incorporate religious ideals into a motivational package to inspire an audience into thinking about or changing aspects of their religious lives. The final type of motivational speech is the **success speech**, which is given by someone who has succeeded in some aspect of life and is giving back by telling others how they too can be successful.

***Religious speech***

*a speech designed to incorporate religious ideals into a motivational package to inspire an audience into thinking about or changing aspects of their religious lives*

***Success speech***

*a speech given by someone who has succeeded in some aspect of life and is giving back by telling others how they too can be successful*

### Summary

As stated at the beginning of this section, you will almost certainly be limited by your professor with regards to which of these types of speeches you can give for your special occasion speech in class, but it is not unrealistic to think that you will be called upon at various points in your life to give one or more of these speeches. Knowing the types and basic structures will help when those moments arise.

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