Speech 2 Overview

# From the Syllabus

### Speech 2: Complicated Ideas

For Speech 2, you will select a complicated idea or process that requires specialized knowledge to understand fully and introduce that idea to a general, layperson audience (your classmates). This second informative speech adds an understanding of research quality and process to the lessons learned in Speech 1, as well as a focus on different aspects of audience adaptation.

#### REQUIREMENTS

* 6 (5-7) minutes, plus an additional 2-minute Q&A following speech
* Fits the appropriate tone for an informative speech
* Fits prompt and instructions in the Speech 2 Overview
* Prepared with Full Sentence Outline and delivered using Key Word Outline
* Minimum of **4 high-quality sources cited**
* Visual Aids Optional.

# Topic Discussion

This speech prompt is asking you to dig into something that is complicated and learning usually reserved for a particular field of study, job, hobby, or so on, and then explain it to a general audience. The concept or process could be related to something your audience experiences every day or something of which they’ve never heard. This “translation” process helps us practice using structure, flow, language, and source integration to connect with an audience.

Topic development means discussing something complicated, but finding ways to explore it in an interesting and understandable way.

**Topic Idea #1**: Family Systems Theory (Professor Rowe’s example)

This is a complicated idea from my communication and conflict world. The theory has roots in STEM fields, but is used in sociology, psychology, communication and other places to better understand family dynamics.

1. **What is important about this topic to gain minimum understanding and can you cover that during this time period?** There are general principles of this theory that I can explain and will make sense during the time period.
2. **What sort of research will you use?** There is a lot of academic research (so very high quality support) on this theory, so I would not have any problem meeting the minimum requirements for research.
3. **What other support or strategy would be useful to make this engaging and clear for my audience?** The theory is really abstract, but helpful when it’s applied. So, I think maybe I would use a story about a family to illustrate the different principles.
4. **Why should your audience care about this topic? What is your “because”?** I think this is interesting because it’s a different perspective on something that we’re all a part of, but also, I can identify two clear things that understanding systems theory allows us to understand better so if they’re intrigued, they can do more research.
5. **In what ways is this informative and not persuasive?** I think this is really cool and really useful, so I think I might have to do a double-check on my language to ensure that I’m just sharing information and not urging my audience to do something with it. When I talk about this, I often require students to use this theory as a framework for future assignments, so I need to remember to be more careful of that line.

**Topic Idea #2: Supernovae**

Supernovae (or supernovas) are exploding stars and their remnants. I just picked this one as an example because I think space is cool.

1. **What is important about this topic to gain minimum understanding and can you cover that during this time period?** I think this topic would need some general research at first to narrow the topic down because right now, the only thing I know I need to explain is what a supernova is. I want to avoid listing facts, so I will need to find an angle, a question, a story, or something to help me focus the speech. For example, I’ve only done a little research on this topic so far, but I found a video from NASA talking about how Enrico Fermi proved that supernova remnants produce cosmic rays.\* There’s a history of science story there that could be interesting to focus on or talking about supernovas in relation to cosmic rays is another way to narrow it down. Also, a google news search can help me find some of the more recent interesting discoveries that have happened and picking one of those could be another way to narrow.
2. **What sort of research will you use?** For this topic, since I have less experience with it, I’m going to spend more time on Google. I like starting with wikipedia or fun news stories to start understanding my topic. However, as I narrow the topic and start developing it, I’m going to lean into recognizable space organizations like NASA and scientific articles. Some of the news articles could be really helpful bringing in quotes or stories related to the concept and helping to balance the logos by adding some pathos.
3. **What other support or strategy would be useful to make this engaging and clear for my audience?** Again, it would depend on what angle I would use, but I like the idea of creating this as a story. A story of discovery, a story about dangerous cosmic rays, or a story of adventure could work. A related approach that I like is introducing a puzzle that scientists are working through regarding supernovas and the different ways or theories they’re using to approach that puzzle.
4. **Why should your audience care about this topic? What is your “because”?** Honestly, at the moment, I just think this is really neat. We are curious creatures and teaching us something cool that we didn’t know is enough of a reason to give this speech. There’s also a sense of awe and scope that I feel when learning about space and astrophysics. That’s a common human emotional response that could be interesting to tap into.
5. **In what ways is this informative and not persuasive?** Because this topic is much more removed from our own experiences, I think it will be easier to keep it strictly informative. I would still be careful about not asking the audience to do anything. I would probably talk about why I find this interesting to build ethos and rapport, but be careful to not make arguments based on my opinions here. Every piece of this speech would be from other sources than myself, which can also help it stay more informative.

\*If you’re interested in the video mentioned: <https://www.youtube.com/watch?v=C3ue7cEocvI&t=219s>

# Note on Q&A

We integrate Q&A as a way for us to practice that dynamic. It’s not designed to trip you up and if you’ve done appropriate research for your speech, you should be fine. Similar to visual aids, an outstanding Q&A session can earn you a slightly higher grade or a terrible session a slightly lower. For example, if a student demonstrates clear interest and knowledge on the topic during the Q&A, that could be the difference between a B and a B+. However, a student who does not seem to understand the sources they used or topics they spoke on in their speech could erode their ethos and that could be the difference between a B and a B-.

You are not expected to know everything there is to know about your topic and it is okay to be honest when confronted with questions you don’t know. Sometimes your classmates will ask questions that are only partially related to your topic. In case like these, you could say things like:

* That is a really interesting question that I haven’t encountered in my research yet.
* I’m not sure about that from the work I’ve done, but I’ll figure that out and get back to you.
* I don’t have the full answer to that question but because as I mentioned, they’ve been working on this process for 30 years, I would guess that it is unlikely.

Instructors will keep time for Q&A and end the session when time is up.

# Speech 2 Project Requirements

* Fits Speech Prompt as articulate in the Speech 2 Overview
* Is Informative in Tone
* 6 minutes (5-7 minutes)
  + This speech is a six-minute speech and you have a one-minute window on either side. This means that your speech needs to be at least five minutes long and cannot be longer than seven minutes. You are responsible for keeping time, it’s recommended to have a timer set up as you’re speaking. Speeches that do not meet the time requirements (too short or too long) will have five-point deductions.
  + Q&A is not part of that time, but an additional few minutes after the speaker’s presentation. See note above.
* Extemporaneous
  + Speech is prepared with a full sentence outline and key word outline. Outlining resources and the outline grading forms are on Canvas.
  + Speech is delivered using the key word outline and speaking conversationally.
* Research: a minimum of 4 high-quality sources should be cited.
  + The minimum must be met in order to avoid deductions, but outstanding speeches often go beyond the minimum requirements.
  + High-quality sources come from a place of authority or expertise, are accurate, are appropriately current, are relevant to your topic, and generally are objective in the ways in which information is conveyed.
  + **All sources must be cited in three places to avoid deductions: works cited (bibliography), in the text of the full sentence outline (parenthetical citations), and out loud in the speech (oral citations).**
* Visual Aids are optional for this speech.
  + If you have a slideshow, make sure you have at least two ways to access it (a back for tech issues) and show up early to load the presentation before class starts. There is minimal time in between speakers for technical issues.
  + We will discuss visual aid design in a future class, but note that visuals **must not be used as notes** as we’re working with key word outlines and visuals should not be distracting from your primary presentation.
  + Please submit the slideshow if you use one to canvas by the day that you speak.
* Submits all materials for final project by the due date and presents on scheduled date. Full sentence outlines are due October 11. See syllabus.