Guidelines for the Analysis of a Controversy Speech

On the assigned date you are to present a 5 to 7 minute speech to inform that analyzes a controversial issue. You are encouraged to use the same general topic for both this informative speech as well as your topic for the next assigned presentation — a speech to persuade.

Objectives of this assignment are to:

1. demonstrate that every controversial issue has at least two sides that are reasonable and logical. Your purpose is also to:

2. show that you are capable of presenting two positions of a controversy in an objective manner. Remember that the general purpose of this speech is to inform, not to persuade. Furthermore, your purpose is to:

3. give the listener a greater "understanding" about a contemporary controversial subject. You should analyze the major issues surrounding that subject and develop those issues in depth. To this end you need to:

4. read and consult experts on the topic. Your speech should include evidence that represents the three types of supporting information: examples, statistical data and testimony. Your outline’s bibliography should reflect your use of at least three different sources. Finally, you’ll need to

5. "tell" listeners by working from an outline and knowing the speech’s details well enough to refrain from reading from notes.

Specifics of this assignment:

1. Your speech should be 5 to 7 minutes in length. (I will deduct up to 10% of the total points allocated for this speech for exceeding the time limit.)

2. Your speech should have a distinguishable Introduction (that includes the Central Idea and a Preview) a Body and a Conclusion.

3. You should draw up a full-sentence preparation outline with a bibliography of at least three different sources. Review your text for preparation outline guidelines and use either an MLA or APA format for your bibliography. (A sample preparation outline can also be found on my faculty website: http://www2.palomar.edu/users/kfritts/)

On page 3 & 4 of this assignment you’ll find sample outline sections for the Body of two suggested organizational patterns: (a.) where the issues form the main points, or (b.) where pro and con arguments form the main points.

4. To get credit for your Preparation Outline and bibliography, you’ll need to turn them in at the beginning of the class period during which you are scheduled to speak. (I suggest you do not try to speak from your preparation outline; you should develop a “key word” speaking outline for yourself.)

5. Deliver the speech extemporaneously—practiced but not memorized. Although two or three note cards are acceptable, memorization or manuscript reading are not. A speech delivered with extensive reading will receive a point deduction up to 10% of the total points allocated for this speech.
6. This speech will be video-taped, so bring a flash-drive (1 GB minimum), and submit it along with your preparation outline at the beginning of the class during which you are scheduled to speak.

**Grading:**

This speech is worth 200 points (20% of your total grade for the course. (See the Rubric I use for speech evaluation in your Course Syllabus.)

**ANALYSIS SPEECH — GRADE SCALE BASED ON 200 points:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points %</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>93-100%</td>
<td>186-200</td>
</tr>
<tr>
<td>A -</td>
<td></td>
<td>90-92%</td>
<td>180-185</td>
</tr>
<tr>
<td>B +</td>
<td>Very Good</td>
<td>87-89%</td>
<td>174-179</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>83-86%</td>
<td>166-173</td>
</tr>
<tr>
<td>B -</td>
<td></td>
<td>80-82%</td>
<td>160-165</td>
</tr>
<tr>
<td>C +</td>
<td>Fair</td>
<td>77-79%</td>
<td>154-159</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable</td>
<td>73-76%</td>
<td>146-153</td>
</tr>
<tr>
<td>C -</td>
<td></td>
<td>70-72%</td>
<td>140-145</td>
</tr>
<tr>
<td>D +</td>
<td>Passing (barely acceptable)</td>
<td>67-69%</td>
<td>134-139</td>
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<tr>
<td>D</td>
<td></td>
<td>63-66%</td>
<td>126-133</td>
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<tr>
<td>D -</td>
<td></td>
<td>60-62%</td>
<td>120-125</td>
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<tr>
<td>F</td>
<td>Failure</td>
<td>0-59%</td>
<td>0-119</td>
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There will be no time for make-up speeches during class. I will consider a before-class makeup speech only if it is an extreme emergency and only if you can substantiate the nature of the emergency and that you were prepared to give the speech at the assigned time.

I will give a lower grade to the speech that is not accompanied by a preparation outline, or an outline that does not meet the assignment’s guidelines. (For example, expect a lower grade if your preparation outline does not meet the guidelines found in our textbook, or your outline does not include an MLA or APA formatted bibliography of at least three different sources.)

If you have any questions, be sure to talk to me before or after class, or email me at kfriggs@palomar.edu or palspeech@icloud.com
Two Suggested Organization Plans for the Analysis of a Controversy Speech

There are two basic approaches to choosing a central idea for this kind of speech. Your choice depends on whether the proponents and opponents of your topic argue for and against the same issues, or different issues. Therefore, two different organizational patterns may be used for the speech:

- the issues form the main points; or
- pro and con arguments form the main points.

A Controversy over the same issues:

Use this approach when both (or all) sides agree about the issues. For example, when analyzing the general topic of “Capital Punishment in California”, two critical issues are: (1) Whether or not capital punishment is Constitutional; and (2) Whether or not capital punishment deters crime. With these two issues in mind, you might phrase your Central Idea as follows: *To decide whether capital punishment in California should remain legal or be made illegal, two major issues must be decided: (1) whether capital punishment is Constitutional; and (2) whether capital punishment deters crime.*

When using this organization pattern, the issues form the main points. The Body portion of the outline might look like this:

**BODY**

I. One issue is whether capital punishment is Constitutional.

A. Those who would like to abolish capital punishment in California argue that capital punishment violates the *Eighth Amendment* to the *U.S. Constitution*.

   1. The *Eighth Amendment* prohibits the imposition of “cruel and unusual punishment.”
      a. X states:
      b. Y states:

   2. California’s methods of capital punishment are cruel and unusual.
      a. X states:
      b. (examples, testimony, analogy, statistics, etc.)

B. Those in favor of the use of capital punishment in California argue that Court decisions have deemed the death by lethal injection or lethal gas are not “cruel and unusual” punishments.
   
   etc.............
   (Connective)

II. A second issue is whether capital punishment deters crime.

A. Those who would like to abolish capital punishment argue that it does not prevent criminals from considering the consequences of their capital crimes.
   
   etc.............

B. Those in favor of the use of capital punishment in California argue that it does deter crime.
   
   etc.............
A Controversy over different issues:

Use this approach when both sides disagree about what represents the main issues. For example, when analyzing the general topic of “The Designation of Land as ‘Wilderness Territory,’” researchers discover that proponents argue for the environment, and opponents argue for resources. With these opposing points of view in mind, a speech’s Central Idea might look like this: “The major difficulty in deciding how much land should be designated wilderness is that proponents and opponents argue different views: environmental and economic.”

When using this organizational pattern, the pro and con arguments form the main points. The Body portion of the outline might look like this:

BODY

I. Those in favor of expansion of land designated as wilderness argue that:
   A. Animals need more land for food and shelter.
      1. Support…
      2. Support, etc.
   B. More trees are needed to produce clean air.
   C. People need more natural lands in order to nurture their souls.
      (Connective)

II. Those against expansion of land designated as wilderness argue that:
   A. People need all the lumber produced on non-wilderness lands.
   B. People need to continually develop mineral resources.
   C. A growing population needs non-wilderness lands for jobs and homes.

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