

# "One-Point" Information Speech Assignment

## 100 Pts.

### Student Learning Outcomes

After successfully completing this assignment, students will know how to:

1. Analyze an audience to discover appropriate topic and supporting materials;
2. Locate appropriate materials (facts, statistics, stories, definitions, illustrations, examples) for a compare and contrast speech;
3. Organize speech materials in such a way as to make them interesting and easy to understand;
4. Deliver a **2-3 minute speech** using effective eye-contact; vocal variety; gestures and body movement.

### Task

Find a magazine, newspaper, journal (electronic or print) in your year and month of birth, OR any printed source you want. Identify a topic area which interests you and potentially your audience that relates to agriculture and/or natural resources. Some useful magazines might include: *Time*, *Life*, *Newsweek*, *Sports Illustrated*, *Psychology Today*, *Popular Science*, *Popular Mechanics*, etc.). Identify one point you want to present to the class, something you found interesting and want to explain to us. Find an object that represents that point.

Prepare a 2-3 minute presentation which includes; an introduction, body and conclusion. You must cite your source of information during the speech. Tell the audience the date and title of the article. Your speech needs to make a point (have a thesis/claim/ point of view). Back up your statements with examples. Your object will be your visual aid. This will help make your point clearer.

After you've planned what you will say, **practice, practice, practice**. You may use notes when you speak before the class, but be sure NOT to read your speech. Simply have the ideas/concepts in your mind and talk to us about them.

### Outline

You will need to create a sentence outline of your speech and provide the instructor with a copy while you speak. The outline should identify: the topic; thesis; **introduction** (attention getter, credibility, overview); the **body** (the points you want to make in the speech); and the **conclusion** (summary and memorable ending). You will also need to have a references section using MLA citation style.

## Rubric for Informative Speech

**Topic:** \_\_\_\_\_

**Speaker:** \_\_\_\_\_

| <b>Content</b>                              | <b>A</b><br><b>Exceeds Standard</b>  | <b>B</b><br><b>Meets Standard</b>   | <b>C</b><br><b>Works on Standard</b>                             | <b>D</b><br><b>Not Done</b>  |
|---|--|---|--|--|
| <b>INTRODUCTION</b><br><br><b>attention</b> | Attention-getter grabs the audience, creates information hunger.                                     | Attention-getter gets audience involved (mentally or physically).                       | Attention-getter is present but limited.                         | Attention is not gotten.   |
| <b>thesis</b>                               | A strong thesis (a complete sentence) sets tone & direction for the speech.                          | An acceptable thesis is given in a complete sentence.                                   | Thesis is weak, overly general, and bland.                       | No real thesis is stated.  |
| <b>speaker credibility</b>                  | Shows strong, unique interest and personal tie to topic  | Clearly shows interest and personal connection to topic                                 | Weak and limited tie to topic; not much credibility established  | No credibility established   |
| <b>preview/overview</b>                     | Preview clearly states 2-4 intriguing main points in one or more complete sentences.                 | Preview clearly states 2-4 main points.   | Preview alludes to 2-4 main points.                              | Preview does not clearly state main points.                        |
| <b>BODY</b>                                 | Each intriguing main point is clearly & strongly stated in a complete sentence                       | Each main point is clearly stated in a complete sentence.                               | Each main point is mentioned, but weakly or in a confused order. | Main points are confusing, and detract from the speaker's message. |
|   | Each intriguing main point is fully developed & clearly organized with 2-3 sub points                | Each main point is fully developed & organized with 2 sub points.                       | Development of each main point is spotty.                        | Little development of main points.                                 |
| <b>sources</b>                              | All sources are cited correctly.   | All sources are mentioned.  | Some sources are mentioned.                                      | No sources are mentioned.  |
| <b>CONCLUSION</b><br><br><b>summary</b>     | Review clearly summarizes 3-5 intriguing main points in one or more complete sentences.              | Review clearly states 3-5 main points in one or more complete sentences.                | Review clearly alludes to main points.                           | No real review.  |
| <b>memorable</b>                            | Final thought clearly brings the presentation to closure. Strong impact and novelty. Very memorable. | Final thought tries to bring the presentation to closure. Good impact and some novelty. | Final thought strands presenters. Minimal impact or novelty.     | No real final thought.No attempt to end with impact or novelty     |

| <b>Visual Aid</b>                  | <b>A</b><br><b>Exceeds Standard</b>  | <b>B</b><br><b>Meets Standard</b>  | <b>C</b><br><b>Works on Standard</b>  | <b>D</b><br><b>Not done</b>  |
|------------------------------------|--|--|---|--|
|                                    | Visual/audio aid follows all guidelines discussed in class, looks professional and is used effectively | Visual aid/audio follows all guidelines discussed in class and is used effectively | Visual/audio aid follows some guidelines discussed in class                       | Visual/audio aid does not follow guidelines discussed in class or is not present |
| <b>Delivery</b>                    | <b>A</b>   | <b>B</b>   | <b>C</b>  | <b>D</b>   |
| <b>Sustained Eye Contact</b>       | Speaker has strong direct eye contact with each member of the audience                                 | Speaker has strong, direct eye contact during the speech                           | Eye contact is attempted but not with each member of the audience                 | Needs to work on eye contact   |
| <b>Purposeful Movement</b>         | Movements greatly enhance the message; give it life  | Movements add a little energy to the speech  | Movements are weak or distracting at times  | Movements clearly detract from the message                                       |
| <b>Display Hand Control</b>        | Gestures are big, above waist and controlled   | Displays hand control through gesturing  | Sufficient gestures are lacking   | Gestures are not used  |
| <b>Extemporaneous delivery</b>     | Solid extemporaneous deliver, only subtly using notes for specific details                             | Extemporaneous delivery, using notes for specific points.                          | Somewhat extemporaneous delivery. Regular use of notes and some reading           | Significant reading of the speech  |
| <b>Vocal Variety</b>               | Rate, pitch, pauses, volume and articulation enhance message   | Volume and articulation allow speaker to be clearly understood                     | Volume / articulation / rate / pitch / pauses sometimes distract from the message | Needs to work on volume / articulation / rate/ pitch / pauses                    |
| <b>Monitor Physical Appearance</b> | Physical appearance enhances speaker credibility; looks professional                                   | Physical appearance is appropriate for presentation                                | Some aspects of physical appearance divert attention of audience                  | Physical appearance is inappropriate for presentation                            |
| <b>Miscellaneous</b>               | Brought videotape for recording speech; labeled with name  | Brought copy of outline for instructor to use while speaker spoke                  | Used appropriate number of schemes and tropes                                     | Used questionnaire data from class survey in speech                              |
| Score:                             | ____/100   |  |   |  |
| Time was:                          | _____  |  |   |  |

## Sample Speech Outline

**Title:** Disappearing Languages

**Purpose:** To inform the audience of globalization's effects on languages and their disappearance.

**Thesis:** The effect of globalization on minor world languages is causing them to rapidly disappear.

### INTRODUCTION

**Gain Attention:** Before I begin my topic this morning, I would like to introduce you to a very special woman by the name of Marie Smith. (Show transparency of Marie.) Marie is an eighty-year old native Eskimo woman from Alaska who also happens to be the last remaining native speaker of an Eskimo language called Eyak. (Write Eyak on the board.) Most of us in high school took a foreign language in French, German, Japanese or Spanish. These are what are known as major world languages. There's a degree of social and economic value in learning them. However, there are hundreds of minor world languages which, like Eyak, are in danger of becoming extinct. In fact, an article by Rosemarie Ostler in the *Futurist* magazine states that over 50% of languages today could be extinct by the year 2100 and that only 5-10% of languages are actually "safe".

**Credibility:** I became interested in this topic because I'm majoring in foreign languages and because I visited Alaska last summer and got interested in the Eskimo culture. I wondered why aren't the children born to native speakers of minority languages simply not learning both of them—the minority language and the predominate one? I did some research to find out.

**Overview:** So today I'll tell you first, how a language dies; second, what the implications are to a culture whose language just disappears; and third, what can be done to stop it.

### BODY

I. There are several major reasons a language disappears.

A. First, governments ban the use of a language or simply kill those who speak it. Let me give you three examples:

1. According to *Discover Kilkeny* published in 2000, in 1366 during King Edward III rule in England and the British domination of Ireland there was a ban on anything Irish—no intermarriages between the English and the Gaelic Irish, no use of the Irish language, no Irish celebrations.
2. Here in the U. S. several centuries passed during which arriving settlers believed the only way to "civilize" the native "barbarians" was to force their children into English-only boarding schools where use of their native languages was punished by physical abuse and humiliation. As a result 149 out of 187 Native American languages are almost extinct.
3. More recently the Kosovars still fight to speak their native Albanian tongue despite Serbian policies to prohibit it.

B. A second reason languages disappear is that political unification and population pressures force people to learn a majority language.

1. Intercultural marriages, international trade and commerce, education abroad, and greater mobility and communication channels means that people are exposed to and learn majority languages, often times out of necessity.

2. Members of small communities must decide whether to speak their native tongue or do business in the larger world. East Africans must learn Swahili, central Europeans must speak Russian, and it seems as though everyone needs to learn English.
3. The media news is often presented in the language understood by the most people.
4. Whether due to governments forcing people to learn a majority language, the seduction of participating in global commerce and amassing the wealth that comes from it, or simply needing to learn the language to understand and remain current in world events, these all slowly eat away at each new generation to cause the eventual extinction of the native language.
5. The end result is a generation of children who speak both their native tongue and the majority language. The older generation of native speakers dies and the younger generation's children become monolingual in the majority language.

**Transition:** *I've talked about the reasons languages disappear; now I'll turn to the consequences of languages disappearing.*

II. The loss of language results in loss of knowledge and history.

A. Survival of people depends on knowledge passed through language.

1. According to Nicholas Ostler in the *Futurist* 1999, "When language transmission itself breaks down, there is always a larger loss of inherited knowledge."
2. One example would be the survival skills of small tribes of people inhabiting very hot or cold climates.
3. Another example is the medicinal cures and treatments known only to aboriginal or native tribes that originate from natural sources.
4. Cultural legacies of folklore, dance, music, history, and knowledge are all lost when the last speakers of these languages die.

**Transition:** *Let me sum up what I've talked about today.*

## CONCLUSION

**Summary:** There are many ways to kill a language. Languages do die out naturally sometimes, however it's usually due to tyranny, ignorance, or laziness as I've discussed in my speech. Once a language dies, it isn't just the words that are gone forever, it's an entire history of people who have given just as much to our planet as the speakers of English, Spanish, French or Russian.

**Memorable Ending:** Here's the picture of Marie Smith that I showed you at the beginning of my speech. And here's a balloon. Imagine for a moment that all of Marie's cultural history is contained inside this balloon, all the richness of her Eskimo heritage, the folklore, the traditions, the story telling but then suddenly it disappears (pop balloon). This is what has happened and continues to happen to many minor languages of the world.

## References Cited

- Bradley, John. *Discover Kilkenny*, O'Brien Press, Dublin, Ireland, 2000.  
 Diamond, Jared. "Speaking with a Single Tongue," *Discover*, pp 78-85, February 1993.  
 Ostler, Rosemarie. "Disappearing Languages", *The Futurist*, pp 16-22, August-September 1999.