

Name: \_\_\_\_\_

## Speech! Contemporary Problems & Solutions

Tyson 2014-2015

Research, prepare, and present an informational and persuasive 5-minute speech. In your speech, describe the causes and consequences of a contemporary problem, and then explain 1-3 possible solutions for that problem.

Due: \_\_\_\_\_ My assigned problem: \_\_\_\_\_

Air pollution <a href="http://www.sciencedaily.com/news/earth_climate/pollution/">http://www.sciencedaily.com/news/earth_climate/pollution/</a>
Childhood obesity <a href="http://www.cdc.gov/healthyyouth/obesity/facts.htm">http://www.cdc.gov/healthyyouth/obesity/facts.htm</a>
Drought <a href="http://ca.gov/drought/">http://ca.gov/drought/</a>
Gender pay gap <a href="http://www.iwpr.org/initiatives/pay-equity-and-discrimination">http://www.iwpr.org/initiatives/pay-equity-and-discrimination</a>
Gun violence <a href="http://www.nij.gov/topics/crime/gun-violence/Pages/welcome.aspx">http://www.nij.gov/topics/crime/gun-violence/Pages/welcome.aspx</a>
High school dropout rate <a href="http://www.dosomething.org/tipsandtools/11-facts-about-high-school-dropout-rates">http://www.dosomething.org/tipsandtools/11-facts-about-high-school-dropout-rates</a>
Homelessness <a href="http://www.naeh.org/">http://www.naeh.org/</a>
Lack of diversity in STEM <a href="http://stemequity.com/">http://stemequity.com/</a>
Prison overcrowding <a href="http://www.penalreform.org/">http://www.penalreform.org/</a>
Racial profiling <a href="https://www.aclu.org/racial-justice/racial-profiling">https://www.aclu.org/racial-justice/racial-profiling</a>
Sexting <a href="http://www.psychologytoday.com/blog/teen-angst/201207/the-dangers-teen-sexing">http://www.psychologytoday.com/blog/teen-angst/201207/the-dangers-teen-sexing</a>

Note: If you are interested in a topic not listed here, you must make a proposal. See me.

## Steps

- Read the **starter articles** on your assigned topic. You can find these in the Unit 5 English Google Drive folder. **Take notes** on the articles. You may take notes on separate paper, which must be turned in with this packet, or you may take notes in a Google Doc, which must be shared with me (please allow me to edit). Title the document *Speech Notes – Firstname Lastname*.
- **Find two additional sources** about your topic (hint: start with the website listed on the first page of this assignment rubric). **Take notes** on these sources in the same place that you took notes on the starter articles. Be sure to record your sources.
- **Write an outline** for your speech. You can use the outline in this packet, or you can write it on a separate piece of paper or in your Speech Notes Google Doc, but you must turn it in.
- **Write your speech.** You must do this in a Google Doc. Title the document *Speech – Firstname Lastname*, and share it with me (please allow me to edit). Feel free to use the frame below. Remember to include the cause(s) of the problem, the consequence(s) of the problem including who it affects and why we should care, and solution(s) to the problem and why the solution(s) will work.
- Write the **Works Cited** section for your speech, including your starter articles and the additional sources that you found. Put this in the same document with your speech.
- **Write notes for your speech** on index cards or a separate piece of paper, **and/or print out a copy of your speech** to use as you give the speech. This is what you will hold in your hands as you address the class.
- **Practice** your speech. You do not have to memorize it, but you should be able to give the speech with only minimal notes, rather than merely reading the text of the speech.
- **Give your speech** in class.
- **Take notes** on the speeches given by other students, and **ask questions** when called on.

*Good Morning/Afternoon. Today I am going to talk to you about...*

(name the problem and explain its causes and its consequences)

*However, there is a solution (or solutions) to this problem.*

(explain the solution or solutions)

*This solution will work because...*

(give your justifications for the solution)

*Before I close, I'd like to say this: Remember...*

(give one parting thought that will make your audience care about the problem)

## Outline

### Problem

Cause(s) of the problem	Consequence(s) of the problem (including who it affects and why we should care)
-------------------------	---

### Solution(s)

What should be done?	Why will this work?
----------------------	---------------------

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Research</b>	<p>Research notes are extensive; they are organized and are in the student's own words.</p> <p>2 or more additional valid sources are used.</p> <p>A Works Cited section is included and correctly formatted.</p>	<p>Research notes are sufficient; they are mostly in the student's own words.</p> <p>1 additional valid source is used.</p> <p>A Works Cited section is included but may not be correctly formatted.</p>	<p>Research notes are insufficient.</p> <p>No additional valid sources are used.</p> <p>The Works Cited section is missing.</p>	<p>Research notes are missing.</p> <p>No additional valid sources are used.</p> <p>The Works Cited section is missing.</p>
<b>Problem</b>	<p>Speaker clearly and compellingly explains the problem, including its causes and consequences, who it affects, and why we should care. Speaker gives nuanced and appropriate examples and details to make it clear that the issue is important.</p>	<p>Speaker explains the problem, including its causes and consequences, who it affects, and why we should care. Speaker includes some examples and details to reinforce the point.</p>	<p>Speaker does not fully explain the problem, leaving out some key aspects. The issue is still generally intelligible.</p>	<p>Speaker does not explain the problem so that the audience can understand.</p>
<b>Solutions</b>	<p>Speaker clearly presents a solution or solutions to the problem and gives compelling, logical reasoning to justify those solutions.</p>	<p>Speaker presents a solution or solutions to the problem and gives good reasoning to justify those solutions.</p>	<p>Speaker presents a solution or solutions to the problem, but the reasoning is not clear or fully explained.</p>	<p>Speaker does not present a real solution or solutions to the problem.</p>
<b>Public Speaking</b>	<p>Student demonstrates outstanding public speaking skills, including: clear engagement with the audience through eye contact and physical orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.</p> <p>Student successfully answers reasonable questions from the audience.</p>	<p>Student demonstrates competent public speaking skills, but may need improvement in 1-2 of these: clear engagement with the audience through eye contact and physical orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.</p> <p>Student mostly successfully answers reasonable questions from the audience.</p>	<p>Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact and physical orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.</p> <p>Student attempts to answer reasonable questions from the audience.</p>	<p>Student's lack of public speaking skills makes the presentation difficult to understand or watch.</p> <p>Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non-professional way.</p>
<b>Audience Participation</b>	<p>As an audience member, student listens attentively and takes notes.</p> <p>Student has a question prepared for every presenter, and (if called on) asks excellent academic questions.</p>	<p>As an audience member, student listens attentively.</p> <p>Student has a question prepared for every presenter, and (if called on) asks good academic questions.</p>	<p>As an audience member, student does not always listen attentively, OR</p> <p>Student does not have a question prepared when called on.</p>	<p>As an audience member, student behaves rudely at any point during any presentation (e.g. puts head down on desk, interrupts, talks to another student).</p>