

Original Oratory

→A memorized, persuasive speech composed by the student.

Why→ In our personal lives we experience situations that demand persuasive skills.

Present→ You may have to persuade your parents not to ground you for breaking curfew or getting a low grade in chemistry.

Future→ In college or in the work place, the ability to articulate and persuade is critical. Without it you can be manipulated by others' views and hold your real opinions inside.

What you learn:

1. How to persuade.
2. You will be able to write a speech that your audience appreciates and prefers.
3. Learn to reach your audience in a positive manner and experience much success as an orator.

What exactly is O. O.?

→ In the simplest of terms, an oration is defined as a speech through which a speaker attempts to persuade the audience to his or her viewpoint on an issue.

What makes a good O.O.?

1. Universal appeal: appeals to ALL potential audience members.
2. Personal experiences: self-interests and personal experiences can have a powerful effect on an audience.

Goals of Oratory:

1. Orators try to communicate a specific problem to the audience.
 - a. Example: a lack of morality or the need for more equitable laws for citizens.
2. Create emotional and intellectual response in their audience.
3. Motivate audiences on one topic.
 - a. You want your audience to leave with a desire and the knowledge to facilitate the action needed to solve a societal problem.
4. Combining pertinent research, emotional appeals, and an appeal for action in achieving the goals of O.O.

Giving the speech:

1. Present with a sincere and passionate delivery.
2. Topic should come from the heart, as well as presentation.
3. If you believe in your topic then it is easier to develop the oratorical skill required to make your presentation meaningful and realistic to the audience.

Guidelines:

1. Rules are different state to state.
2. Time: Ten minute max (8 minute minimum)
3. Memorized
4. Speed: 115-135 words per minute
 - a. Much slower than debate.
5. Deliver with conviction, a sense of dramatic timing, and appropriate emphasis on key words and phrases.
6. 150 of quotes material maximum

Picking a Topic:

1. Most critical part
2. May be centered on problems
3. May offer solutions to problems
4. May be inspirational

How are people persuaded?

1. Pathos: the speaker considers the needs, wants and desires of the listeners.
 - a. The speaker tries to satisfy the listener with something that he or she inherently desires.
2. Ethos: the audience evaluates the character of the speaker
 - a. Is the speaker credible enough to believe?
 - b. Are the facts solid and presented with noble intentions?
 - c. Is the speaker's appearance positive?
3. Logos: the logical side of listeners
 - a. Is the speaker appealing to common sense and solid reasoning?
 - i. Without logic, no amount of emotion or a new dress or suit, will sway the judge.

To sort out oratory speech topics easily, I have developed a simple but effective format for your convenience. Try to add at least two factual supporting points per major point. It will enhance your credibility, authority and reliance on the subject. Sharing your personal experiences will do too:

I INTRODUCTION

- A. Attention hook to make them want to listen.
- B. What your public speaking speech is about - your thesis statement.
- C. Make it important to your audience, show them the relevance.

II PROBLEM

- A. What is the problem or impending danger?
- B. Why is it a problem, threat or risk?

III CAUSE

- A. What is causing the problem.
- B. What are the roots of the problem we should wipe out?

IV EFFECT

- A. The negative effects.
- B. Share your experiences and personal feelings.

V SOLUTION

- A. Offer a innovative solution or recommendation to fix the problem.
- B. Explain the benefits and merits for the audience.

VI CONCLUSION

- A. Restate the oratory speech topics.
- B. Make a tie with your introduction paragraph.
- C. Encourage them to change their beliefs, values or policies.
- D. Close with a memorable original oratory idea statement.

Possible Oratory Topics

Adoption	Affirmative Action	Silver Lining in Life	AIDS
Alcoholism	Awareness isn't everything	Boy, I'm nervous	Donations
Brotherly love	Children with AIDS	College entrance exams	Collect selection
Commercials	College sports	Conformity	Congressional Fiascos
Cosmetic	Diet Disorders	Drunk Driving	Education cuts
Educate children about sex	Energy problems	Farm crisis	Farm Programs
Four Male Myths	Functional illiteracy	Genetic engineering	Grain grading
Great escape	Head start	Heroes	Homelessness
Impossible Dream	Its positively up to you	Latch-key kids	Letterman
Look and be silent or dream	Nightmare of prejudice	Nitrates	Nuclear energy
Nuclear waste disposal	Optimism, what can hurt you	Pagan issues	Playing God
Poverty	Power of the press	Promise yourself	Sanctuary Movement
Insanity Plea	To be or not to be whose?	Turning out terrific kids	TV ministers
Waste Dumps	We, the people	who's the dummy	Invasion if individual rights
Right of the handicapped	Scholarship	Teacher shortage	Exporting hazardous product
Friendships	Apathy	Fear	Silence
Communicating	Day Care centers	Individuality	Fame Game
Elderly	Creativity	Love	Life
Cheating	Stress	"Me' Syndrome	Ethics
Games people play	Priorities	Tolerance	Listening
Winning	Trust	Guilt	Stereotyping

Remember: This is not a political speech; this is a speech that prompts for a change. Topics can be similar to those of politics but your action statement must prompt for a personal change not political change.

Example of an original oratory put in detailed outline form.

Underlined – Quotes

Italics – Paraphrasing

I. Introduction

- A. **Attention Getter:** Acted out – I walked up to the front of the room with my note cards. I was extremely nervous and shaking. When I started to give my speech (very poorly), I dropped the note cards, and rushed to start picking them up. I then apologized. Once I took a deep breath, I put the note cards down, and went into my speech.
- B. **Significance:** According to Roy Berko, former associate director for the National Communication Association, “Ninety-five percent of the American population reports some degree of anxiety about communicating in front of a person or group.”
- C. **Thesis:** Since communication skills are so important, why isn’t a speech class required for graduation in Oklahoma, Kansas, and other surrounding state high schools?
- D. **Preview:** First, I will identify the problem, and second, I will propose a possible solution.
- E. **Transition into Main Point:** First, the problem.

II. Main Body

A. **First Main Point:**

Oklahoma high schools, for example, do not require a communication speech course to be taken before graduation; therefore students are graduating high school without the crucial communication skills needed for a successful future.

This is problematic because these same high school students are not being adequately trained or prepared for today’s job market. According to the 1995 issue of Journal of Psychology Interdisciplinary & Applied, the author states that *research has indicated that individuals are less aggressive, are less willing to talk, avoid social interaction, and are more constrained compared to people that have had a communication course.*

These findings are very likely related to communication apprehension. Communication apprehension as defined by the 1999 book, Communication for the Classroom Teacher, is “when an individual is fearful of communication and will go to great lengths to avoid communication situations, and when by chance they are placed in them, the students feel uncomfortable, tense, embarrassed and shy.”

According to the 1999 book Voice and Articulation, *every spring, many companies send representatives to college campuses to interview prospective employees. These colleges recently asked various firms to state their reasons for not hiring the students they had rejected. In approximately two-thirds of the cases, the reason given was because the job seeker did not speak effectively during the interview.* The U.S. Department of Labor, Washington D.C. states bluntly that for 8 out of 10 jobs, you have to be able to speak effectively.

According to the 1999 book Communication Theories, *communication apprehension can occur because the student has never been trained or taught on how to be an effective communicator.*

Communication plays a key role in our society. Students are cheated out of job opportunities because of their lack in proper communication skills, and businesses are not receiving applicants that fully qualified for the job demands. When a person cannot communicate properly/correctly in their surroundings/environments, then this not only has a negative effect on the community but on themselves as well.

- B. **Transition:** Now you be asking yourself, “Is this problem really serious enough for us to take action?”

C. **Second Main Point:**

According to Roy Berko, who I mentioned earlier, “63 percent of the nation’s young people cannot give clear oral directions; 95 percent of the population communicate without anxiety in front of a group; and nearly

20 percent of the nation's young people cannot accomplish any of the simplest of communication tasks, including relaying specific information, giving instructions, recounting details, defending personal opinions, and developing a persuasive argument."

Without appropriate communication skills a person will have trouble presenting themselves professionally in a job interview, as well as standing up in front of a small group of people.

When former President Clinton signed the *Goal 2000: Educate America Act* in 1994, it signaled an unprecedented federal commitment to America education. The act had particular significance for communication education: the legislation included the arts as one of the eight core subjects, suggesting they were no longer a curricular extra, but an area of study as important as math, science, or any other subject. In the years since the act was past, some progress has certainly been made. Most states have adopted the *National Standards for Arts Education*. So while there is some reason for optimism, it is just as certain that there is work to be done.

D. Transition: Now, what can we do? I would like to propose the following solution.

E. Third Main Point:

To solve this problem, all of us need to have our voices heard to our state governor, state legislators, and the state board of educators. We must get our state legislators to pass a bill requiring high school students to complete at least one half credit of communication before graduating.

According to the 1995 issue of *Communication Reports*, a study was conducted to determine what could help students with their communication apprehension. The findings of the study suggested that a basic course in oral interpretation (a type of communication class) could serve to reduce student's level of communication apprehension.

We would be modeling this bill after Texas and their 1998 communication requirements for high school graduates.

F. Transition: Now you might be asking yourself, "Would we have the teachers, or the funding to make this possible?"

G. Fourth Main Point:

However, as more job positions are created, the demand for communication teachers will increase and more people will be attracted to the field. And as to the funding, as of now most schools have a communication class as an elective, the only difference is that the class would be mandatory.

Having a communication class required, will greatly affect the society and the way it communicates in a positive way. High school students will graduate better equipped to communicate in today's job market.

With improved communication skills, students will not only portray a higher level of self-confidence, but they will have the ability to be more creative in their thinking.

With this higher level of self-confidence, knowledge, and creativeness students will be more successful in their school, work, home, and community.

H. Transition into Closing: Today we have discussed a problem and have been offered a solution.

III. Conclusion

A. Review of Main Points: Students are graduating high school lacking the crucial communication skills needed to be successful. It would be very beneficial to our students to take at least one half credit in a communication course before graduating.

B. Refer to Attention Getter: The very first time I ever gave a speech I can remember feeling so much anxiety that I thought I would never want to give a speech again. However, thanks to a wonderful speech coach and my mother, I am able to do what I am doing today.

C. Closing Statement: I urge all of you to leave here today and contact not only your state governor and the state legislators, but to also contact your state board of education. Let them know how crucial it is to our future leaders of America to be required to take a communication course.