<div align="center">**The Spring 2020 Speech Forum – FAQs**</div>

**When/Where is it?**   <u>From 7pm to 8:15pm on Wednesday, April 8th in Peltier Auditorium.</u>
The event is free and open to the public.

**What is it?**   The Speech Forum is a public forum style debate on a timely and controversial topic. It includes two student debaters (one arguing pro and the other arguing con), a student host, a faculty moderator, and participating audience. ***<u>Attendance is mandatory for all Speech 101 students.</u>***

<u>The Speech Forum is hosted by the Speech Faculty in the Dept. of Mass Communication (MACO).</u>

Dr. Rya Butterfield            Event organizer and contact (rya.butterfield@nicholls.edu)
Ms. Barbara Blake
Dr. Daniel Bloomingdale
Ms. Anna Broussard
Mr. Farren Clark

**What is the Spring 2020 debate topic?**       Should the Electoral College be abolished?

**What is the Speech Forum format?**
1. Audience members receive a vote slip when entering the auditorium.
2. The moderator instructs the audience to complete the "pre-vote," reflecting their initial stance on the issue.
3. The student host introduces the topic and each debater.
4. Each debater delivers an 8-10 min. persuasive speech.
5. The floor microphones are opened to the audience.
    a. This is not a Q&A with the debaters. The debaters stay silent during the open public period.
    b. Audience members may direct questions or comments toward a debater or make general comments.
    c. Audience members are limited to 1 min. on the mic; however, can return multiple times.
    d. The floor mics are open for approximately 15 minutes.
6. Each debater then presents a 2-3-minute impromptu rebuttal/conclusion.
7. The moderator concludes the event by instructing the audience to cast a "post-vote," reflecting their concluding stance on the issue.
8. Ushers collect vote slips as the audience exits the auditorium.

**Who can tryout?**   **Tryouts are open to all Nicholls students**, regardless of major/classification. If you have friends/classmates that you think should tryout, please encourage them to do so. Contact the event organizer (Dr. Butterfield) with any questions: rya.butterfield@nicholls.edu

**When are tryouts?**
- A signup sheet for potential Speech Forum debaters will be posted on ***Thursday, February 13th***, outside of **<u>Talbot 101-C</u>**.
- SPCH 101 students are encouraged to tryout but it is not required as part of the class.
- Tryouts will take place on ***Tuesday, Feb 18th and Wednesday, Feb. 19th***.

- Indicate on the signup sheet if you are "pro" or "con." The pro side of the argument is "The Electoral College should be abolished." The con side of the argument is "The Electoral College should not be abolished."
- Select one of the available time slots. Talk to Dr. Butterfield for an alternative time if none of the listed times are doable.
- If necessary, make changes to your scheduled time before the day on which you are scheduled.
- When arriving for your tryout time, wait in the Talbot 101 hallway. A judge will come get you when ready.

## How should you prepare for your tryout?
- Prepare a short persuasive speech arguing your stance (pro or con [not both]) on the designated topic.
- **Use the following outline to create a persuasive speech.**
  - ***This outline is for your preparation only; you will not need to turn it in at the time of your tryout.***
  - This will not be the final speech. It needs to include enough for the judges to get a sense of your delivery skill level and your approach to the argument.
  - For the tryout, you only need to develop one main point and one piece of evidence for that main point.
  - Please, try not to read from the outline during your tryout.
- If selected as one of the debaters, the speech staff will work with you one on one to enhance and develop your speech over the weeks preceding the forum.

---------------------------------------- Speech Forum Tryout Outline----------------------------------------

## Introduction
1. **Attention Getter**
   Use a specific striking true example that illustrates the problem you are addressing.
   - For example, if arguing in favor of the claim, what problem would persist if the policy were not adopted? Conversely, if arguing against the policy, give an example of how adoption of this policy would overlook/enhance the problem.
   - Try to deliver this example like you are telling us an enticing story.

2. **Common ground**
   Think about the arguments your opposition will make. Where is there agreement?
   - Maybe you agree with certain points they will likely make.
   - Maybe you think the opposition is ultimately concerned about similar things or desires a similar end but doesn't agree on how to reach it.
   - Clearly explain what you agree with and why. This will help your audience see you as trustworthy and worth listening to.

3. **Relevance to audience**
   - Why does this issue need **urgent** attention?
   - Why is it **this** audience's responsibility to do something?
   - Use words like "we," "you," and "us" to address your audience directly.
   - Avoid vaguely speaking about "people" in general.

4. **Central Idea**
   Should consist of 2 sentences.

- The first sentence should be your policy proposition. (Pro: The Electoral College should be abolished. Con: The Electoral College should not be abolished.)
- The second sentence should preview your main point.

**Body**

1. **Main Point, or Supporting Claim, #1** (Phrased the same as in the Central Idea above)

   a. **Supporting evidence**
      - Give the oral citation before you give the evidence.
         (Include the author's name and brief description of the author's credibility.)
      - The evidence might be a specific example explained by an expert on this topic or a set of statistics from an authoritative source.
         (Provide an analogy to clearly explain the meaningfulness of the numbers.)

**Conclusion**
1. **Summary**
   (Summarize the essential significance of the main point and evidence.)

2. **Call to action**
   (Remind the audience why this issue must be dealt with **now** and why it is **our responsibility** to act on it.)

3. **Return to attention getter.**
   (You may choose to do this by casting a new perspective on the attention getter in light of what was covered in the body of the speech. Don't breeze by this too quickly. Use enough of the original attention getter to help the audience remember it.)