

THOUGHTS ON GREAT SPEECHES

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1. Selection of Speech to be used and analyzed

- a. Rules suggest the following as criteria for selection and analysis: historical or potential importance of the speech, language/style, rhetorical technique and audience appeal
THE SPEECH NEEDS TO BE AVAILABLE IN PRINTED FORM
- b. Historical Speech
Advantages: The speech has stood the test of time and is significant
The evaluator learns an appreciation for history
Disadvantages: The evaluator has little actual knowledge of the speech and is reliant on research and information on the speech.
- c. Contemporary Speech
Advantages: The speech has current appeal and relevance to audience
Disadvantages: Judges may perceive the speech as not a Great Speech and the speech has not attained level of greatness that history may provide.

2. Justification for Selection of the Speech and Analysis

AN ESSENTIAL AREA TO BE ADDRESSED THROUGHOUT THE SPEECH!! WHY HAS THE CONTESTANT, CHOSEN THIS SPEECH TO ANALYZE? OF WHAT IMPORTANCE IS THIS SPEECH?

- a. What is or has been the impact of this speech on general society?
passing of laws, legislation, change in societal thinking or norms or perhaps a turning or a rallying point for a group or movement.
- b. What is or has been the impact of this speech on the immediate audience?
response of audience during the speech. reactions, clapping, interruption, response after the speech, editorials, commentary, rebuttal by opposition

3. Selection of Method or Model for Analysis

- a. Trends and norms in the Great Speeches event have focused on some type of rhetorical method or model to assist or provide the basis for the contestant's original material. The rules prescribe that **a minimum of 25% of the presentation must be the contestant's own material.** Typically, the event has moved in the direction of a method or model being used to provide a basis for the individual's own material. There is still some discrepancy and differences in how Great Speeches contestant use of models and methods are identified, used and applied.
- b. An important part of the use of the model, often included in the introduction, is a justification or rationale for the particular model chosen and used. How is this model or method appropriate or linked to the speech (es) chosen for analysis?

4. Evaluation and Analysis

- a. traditional speech and public speaking criteria
The contestant may analyze and make a judgment on several of the following:
speaker selection of topic, speaker credibility, speaker use of rhetorical devices including language, organization, evidence and reasoning, logic, speaker delivery,

audience reaction during the speech, audience perception and reaction toward speaker, audience reaction

b. application of rhetorical principles or method

In this strategy, the contestant uses a concept or method published in a book or article, and uses the concepts described for the rhetorical analysis. The rhetorical method details the criteria for determining the successful nature of the speech the contestant is analyzing. The contestant describes part of the method and then applies this part of the method to the speech. Again, the key is to actually analyze or make a judgment.

A Cookie Cutter Great Speech

Introduction

- Opening passage or section from the speech
- Introduction of speaker, subject, original audience, and occasion
- Introduction and identification of method/model/analysis, including some brief information on the author of the model and, perhaps, where the model was found or cited from.
- Justification of the speech and the model used? Why is this an effective or appropriate model/method to be applied to this speech? (This could be early in the body as well.)
- Purpose and preview for the upcoming speech
- Transition or segue to the body of the speech or analysis

Body

- A. Identification and explanation of Model Part One
Recitation or delivery of a section of the speech
Application of model Part One to this part of the speech
- B. Identification and explanation of Model Part Two
Recitation or delivery of a section of the speech
Application of model Part Two to this part of the speech
- C. Identification and explanation of Model Part Three
Recitation or delivery of a section of the speech
Application of model Part Three to this part of the speech

Or in any of the A, B or C above the recitation or delivery of a section of the speech could be delivered first, followed by an explanation and or application of the model and method.

- D. Final or concluding analysis including the “greatness and or significance of the speech

Conclusion

- Summary of the major arguments and analysis forwarded in the Great Speech recitation and analysis
- Concluding comments arguing, again, on greatness and significance
- A final passage and portion of the speech

Hints for Great Speeches

1. The analysis should be as simple and clear as possible. A lot of judges still seem confused by this event and what the contestant is supposed to be doing. If the judge can understand you and your analysis, you will be more successful.

2. Focus on analysis and not description. Keep asking yourself; am I making some judgment on this speech? Remember that criticism can be both positive and constructive.
3. Organize the performance. The judge and audience should always know when you are reciting part of the actual text and when you are analyzing the speech. By using a tight organizational pattern, the judge and audience will always know what is happening in the performance.
4. At times, judges are bothered by a Great Speech that does not seem to be the work of the student or perhaps too heavily coached. Again, make sure that you understand exactly what you are saying, especially in use of method/model and analysis.

Methods and Models Books

*** Multiple methods and theorists in one book*

Contemporary American Speeches Wil Linkugel, RR Allen, Richard Johannesen
 Contemporary Perspectives on Rhetoric Sonya Foss, Karen Foss, Robert Trapp**
 Contemporary Theories of Rhetoric Richard Johannesen **
 Criticism of Oral Rhetoric Carroll C. Arnold
 Form and Genre Karlyn Kohrs Campbell, Kathleen Hall Jamieson
 A Grammar of Motives Kenneth Burke
 Historical Studies of Rhetoric and Rhetoricians Raymond Howes
 Introduction to Rhetorical Communication James McCroskey
 Methods of Rhetorical Criticism Robert Scott and Bernard Brock **
 Persuasion and American Influence Gary Woodward and Robert Denton
 Persuasion and Social Movements Charles Stewart, Craig Smith, Robert Denton **
 Philosophy of Literary Form Kenneth Burke
 Rhetorical Criticism A Study in Method Edwin Black
 Rhetoric in Popular Culture Barry Brummett
 Rhetoric of Motives Kenneth Burke
 Speech Criticism Lester Thonssen and A. Craig Baird
 The Rhetoric of Western Thought James Golden, Goodwin Berquist, William Coleman**

Methods and Model Authors and Theorists (Traditional Speech Criticism)

Aristotle Modes of Proof	Lloyd Bitzer Rhetorical Situation
Edwin Black Second Personae	Wayne Booth
Ernest Bormann Fantasy Theme Analysis	Barry Brummett
Donald C. Bryant	Don Burks
Robert Cathcart Post Communication	Douglas Ehninger
Walter Fisher Narrative Paradigm	Richard Gregg
Roderick Hart	Chaim Perelman
Robert Scott	Donald Smith
Steven Toulmin	Richard Weaver

Kenneth Burke, Rhetoric of Motives Sample method

The Burke concept of IDENTIFICATION is a primary rhetorical tactic or device that speakers use to relate to the audience and make a persuasive point. A primary tactic that communicators or speakers need to use in being persuasive and successful is to try to be consubstantial with an audience or to identify with the audience. By working toward identification with the audience, the

speaker prepares the audience by making a persuasive point and opening up opportunities for change.

Identification is:

- *An effort by communicators or speakers to articulate differences (in background, opinion) and to relate to one another.
- *An effort to transcend to higher plains of meaning that enables us to overcome our differences.
- * An effort to seek similarity or common references
- * An effort to show that even though all people are different, they have common factors in which they are consubstantially (key word! for Burke and this theory) or substantially the same
- * Is more than just relating to others; it is an attempt to do this to transform them into something the speaker or communicator may want.