

Outline for Student Congress (Parliamentary Procedure) Speeches

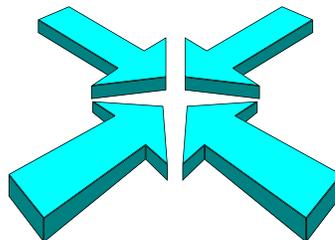
Aristotle said, "A speech has two parts. Necessarily, you state your case, and you prove it." This exercise is designed to introduce you to parliamentary procedure and to give you an opportunity to practice speaking succinctly but persuasively using rhetorical devices we've been learning.

Your speech should be about three minutes in length after which the audience may cross-examine you for 45 seconds to get clarification on points you may have made. The structure of the speech should be as follows:

- I. **Introduction** (10 to 20 second maximum) - If you are the first speaker, you have the privilege and responsibility of stating clearly the issue to be discussed.
- II. **Purpose or thesis** ((10 seconds) Know your purpose. Consider kind of proposition under discussion.
- III. **Body** (2:30 minutes maximum)
 - A. Make sure you have a purpose. You may organize your speech in the problem/solution, need/plan, or Monroe's Motivated Sequence..
 - B. Clash!!!
 1. 1. State the debate issues on the floor
 2. 2. State your point(s) in conflict
 3. Prove your point with evidence or logic but prove your point with something and know in your own reasoning that you have proved your point. You may use the types of arguments listed in our text, Argument by example, analogy, cause, or deduction.
 4. Tell the assembly the impact of your point - tell that why you gave your speech - do something more than just talk.
- IV. **Conclusion** (30 seconds approximately)
- V.
 - A. Summarize your key issues of clash
 - B. Summarize your key points
 - C. Allow yourself to be vulnerable - state "I am now open for points of clarification."

Presentation structure for an imaginary argument for a bill on nuclear arms.

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| Step 1 | INTRODUCTION AND OPENING STATEMENT: "Ms. Chairman, I rise to the (state your side - proponency or opponency) for _____(one, two, etc.) reasons. |
| Step 2 | NAME IT
"My first reason is that nuclear bombs can be very harmful to all life on earth." |
| Step 3 | EXPLAIN IT
"Nuclear bombs are so powerful that they will decimate the entire landscape within a certain mile radius. If life is not immediately killed, it will be, later on, since nuclear radiation has a long half-life. Dying from nuclear radiation is definitely harmful. |
| Step 4 | PROVE IT
"Edward V. Teller, the famous nuclear scientist, explains this problem in "All about Nukes" from Atomic Scientist, January 1, 1994, p. 4. Teller says, "One nuclear bomb can ruin your whole day." |
| Step 5 | CONCLUDE IT:
So, for this reason alone, please vote against the bill to increase our nuclear arsenal. A nuclear war would be very harmful. |
| CONTINUE | "My second reason is" and so on. |



Adapted by Anna J. Small Roseboro
Thanks to original writers.