

Course Description:

Whether we love politics or try to avoid it, we are surrounded by political speech. Sometimes politicians are speaking to us, other times we are speaking politically to each other. In this course, we will reflect on the theory and structure of political speech and practice our own public speaking. We will prepare and deliver informative and persuasive speeches, debate each other on policy issues, critically evaluate each other's and external speakers' speeches, and craft effective presentations for others.

Developing public speaking skills is critical to success in today's information age. Professionals in any industry must construct, coach, critique, and/or deliver presentations. We will practice those skills in this course. In addition, we will develop skills necessary for communication support roles in government and the not-for-profit advocacy sectors.



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School: College of Liberal Arts and Sciences, Department: School of Politics & Global Studies, Prefix: POS, Number: 294, Title: Politically Speaking, Units: 3

Is this a shared course? No. If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials: RH (Required)

Course description:

Requested designation: Literacy and Critical Inquiry-L Mandatory Review: No

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name: Dr. Tara Lennon, E-mail: Tara.Lennon@asu.edu, Phone: 965-3627

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Richard Herrera Date: 9/15/16

Chair/Director (Signature): [Signature]

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i>	Syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	
1. Please describe the way(s) in which this criterion is addressed in the course design.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also:			
<p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p>			
C-4			

Course Prefix	Number	Title	General Studies Designation
POS	294	Politically Speaking	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria	Spirit	Evidence
1	The writing assignments include the speech drafts, self-evaluations, peer evaluations, and evaluation of an external speech. In addition, the four presentations (speaking components) are the primary focus of the course.	The three main speeches are worth 10 points each, or 20 in total. The debate and response presentation is worth 20 points. The peer evaluations are worth 12 points (6 x 2 pts each) and external speech evaluation is worth 5 points.
2	The Committee Testimony, Campaign Stump speech and the debate/response require independent research and analysis. The external speech assignment requires evaluation and analysis based on course material.	The Campaign Stump speech requires research of existing politicians and application of that research within a creative speech. The Committee Testimony requires research typically done by policy analysts and the assignment requires written background info and testimony beyond the Policy Recommendations that are verbally presented. The final 20-point debate/response project also requires significant research and preparation because participants must anticipate possible questions.
3	The Debate/Response project and Committee Testimony require substantial research, and the Campaign Speech also requires some research.	Anticipating questions and providing substantial supporting evidence on a policy question requires thorough preparation. The Debate/Response and Committee Testimony require this level of preparation, as described in more detail for Criteria 2.
4	The speeches are spread throughout the semester culminating in the final Debate/Response project, so that students receive feedback (from both instructors and peers) that will help them to improve throughout the course.	Students receive peer feedback on a video draft of their speech prior to delivering the speech in person in class. This, along with self-evaluation and instructor feedback after the speeches helps students to target areas of improvement. Speeches are given in Weeks 3, 6, 12, and 15 so feedback is timely and focus on the incremental development of public speaking and policy research skills.

POS294 Politically Speaking
TTh 9-10:15am, PEBW 148 (SLN 29323)
Spring 2017
Dr. Tara M. Lennon and Aaron Bryant

Email/Office/Hours: Tara.lennon@asu.edu Coor 6700 TTh noon-1pm
Aaron.Bryant@asu.edu

Course Overview:

Whether we love politics or try to avoid it, we are surrounded by political speech. Sometimes politicians are speaking to us, other times we are speaking politically to each other. In this course, we will reflect on the theory and structure of political speech and practice our own public speaking. We will prepare and deliver informative and persuasive speeches, debate each other on policy issues, critically evaluate each other's and external speakers' speeches, and craft effective presentations for others.

Developing public speaking skills is critical to success in today's information age. Professionals in any industry must construct, coach, critique, and/or deliver presentations. We will practice those skills in this course. In addition, we will develop skills necessary for communication support roles in government and the not-for-profit advocacy sectors.

Course Objectives:

After successful completion of this course, you will be able to:

- Deliver effective and concise presentations
- Research and develop support for policy presentations
- Analyze and evaluate political speeches
- Identify various non-verbal communication and presentation styles
- Speak publicly more confidently

Required Materials:

1. *The Political Speechwriter's Companion* by Robert Lehrman (Sage, 2010)
2. *The Public Speaking Playbook* by Terri Kwal Gamble and Michael Gamble (Sage, 2016)
3. Speech Planner: online speech writing and practicing tool (Sage, 2016)
4. Digital recording device (Smart phone, digital camera or computer webcam)

Grading Structure, Overview:

Three speeches and related assignments (3x 10)	30
Debate and response with partner	20
Midterm	15
Quizzes (9x2)	18
Peer evaluations (6 x 2)	12
External speech evaluation	5
	<hr/>
	100

(Grading scale: A+=97%+, A=93%-96%, A-=90%-92%, etc.)

Grading Structure, Details:

C 1-2-3-4

Speeches and pre/post assignments (3x10=30 points)

In addition to a brief self-introduction, you will need to prepare, present, and evaluate three graded speeches during the semester. One week prior to your scheduled presentation date, you are required to submit a written outline, including a reference list, if appropriate; and a draft video of the presentation. On your scheduled presentation day, be sure to stay within the speech's time parameters. Speeches +/- 1 minute outside of the limits are penalized. One week after your in-class presentation, you are required to submit a self-evaluation that includes a review of the in-class and draft video of your presentation. Rubrics for the outlines, speeches, and evaluations are provided in Bb.

You must deliver your speeches on the assigned days (see Speech Assignment list in Bb). We will not reschedule presentations without an approved absence (see subsequent "Attendance Policy" section). Late outlines, video drafts, and self-evaluations will receive half-credit the first twenty-four hours they are late and 0 credit afterwards.

Each speech is worth 10 points. Specifically, the outline and video draft are each worth 2 points, the in-class presentation is worth 5 points, and the self-evaluation is worth 1 point.

You must complete one of each of the following types of speeches:

- **Self-introduction (30 seconds):** In the first week, you will share 2-3 facts about yourself. This is worth 0 points, but failure to complete counts as an absence.
- **Campaign Introduction (2-3 minutes):** Present a descriptive story that portrays the candidate in both human and superhuman qualities and connects emotionally to the audience. You should introduce the candidate in a way that creates familiarity with the individual while creating an allure of commonality which the person themselves cannot express.
- **Committee Testimony (3-4 minutes):** Present an informative speech that explains a public policy problem, identifies the causes, and offers a viable solution which the legislative body should adopt. You should research the topic and provide visual supporting evidence. While committee presentations typically span 8-10 minutes and also feature testimony from an expert and a narrative of an affected individual to personify the problem, you will only present the Problem/Policy recommendation. However, your outline should include talking points for the expert and affected individual.
- **Campaign Stump Speech (4-6 minutes):** Persuade the audience as you take on the role of an elected official (of your choice) on the campaign trail. You must describe yourself as that candidate and accentuate why the class should be interested in you as a candidate, your benefits to them and how your vision and position are the "right" ones for them without directly "selling" yourself. Accordingly, you must inform and motivate with your short presentation. Research will be required into your candidate, as the presentation must be factual and accurate. Look to individual campaign websites, party websites, official office websites, news media and other sources to learn about your candidate, their passions and positions.

C1-2-3-4

Debate and Response (20 points)

You will also work with a partner and participate in brief policy debates. You will each take turns facing a member of an opposing team on pre-determined topics. Your **90-second presentation and 30-second response** must clearly articulate your position on the topic, provide solutions, and compel your audience to agree with your approach. The positions must be well-supported arguments, not just opinions. Students will be partnered with another class member and assigned three topic presentations. Pairs are required to give their own presentation, but must help prepare their partners for questions and counter arguments. Twenty-five percent of the debate grade will come from your partner's presentation score. The moderator will ask each one a question from the block and they will be provided 90 seconds to respond. The second student will then be given 30 seconds to present a counter argument. Time limits are strict and students may not go over. The same process is repeated for the other student in the opposition pair.

Peer Evaluations (6 x 2= 12 points)

You must complete six peer evaluations of your fellow classmates by the Saturday BEFORE the scheduled presentations. You will review two classmates' draft videos for each of the following speeches: Introduction of Candidate, Committee Testimony, and Campaign Stump Speech. Similar to other assignments, peer evaluations that are one day late receive half-credit and later ones receive 0 credit.

External Speaker Evaluation (5 points)

You must submit an evaluation of a speech by an external speaker. Your evaluation should use the class rubric and reflect insights from class readings and lectures.

Midterm and Quizzes (15 points and 9x 2=18 points)

The midterm is due at the end of Week 7 and is worth 15 points. There will also be a Syllabus quiz and 8 quizzes on the assigned readings. Each quiz includes 8 questions worth 0.25 points each (two points, in total). There are no extensions or make-ups on quizzes.

C-4

Class Schedule

Please complete the following readings prior to the first class of each week. Quizzes and outlines are due by midnight (11:59pm) on the days indicated. The abbreviations for the course texts are as follows:

- *Playbook: Public Speaking Playbook*
- *Companion: Political Speechwriter's Companion*

Week 1 Orientation and Overview

Playbook: Ch 1: Public Speaking and You: Building Confidence
Ch 2: Give Your First Speech
Companion: Ch1: The Political Speech
Presentation: Self-Introduction
Tuesday: Syllabus Quiz

Week 2 Organize Your Presentation

Playbook: Ch 9: Organizing Your Speech
Ch 10: Outlining Your Speech
Companion: Ch 5: Structure
Tuesday: Quiz1 on Weeks 1-2
Thursday: Submit outline and video draft for Week 3 speeches

Week 3 Know Your Audience

Playbook: Ch 6: Select a Topic and Purpose
Companion: Ch 3: Audiences
Presentation: Introduction of Candidate

Week 4 Research and Support

Playbook: Ch 7: Finding and Evaluating Research
Ch 8: Integrating Support
Companion: Ch 10: Support
Tuesday: Quiz2 on Weeks 3-4
Thursday: Submit Self-evaluation of Candidate Introduction

Week 5 Present Solutions

Playbook: Ch 11: Introducing Your Speech
Companion: Ch 13: Solutions
Thursday: Submit outline and video draft for Week 6 speeches

Week 6 Present Solutions, continued

Playbook: Ch 12: Concluding Your Speech
Companion: Delivery
Presentation: Committee Testimony
Tuesday: Quiz3 on Weeks 5-6

- Week 7 Delivery
Playbook: Ch 15: The Speaker's Voice
 Ch 16: Physical Aspects of Delivery
Tuesday: **Self-evaluation of Committee Testimony**
Friday: **MIDTERM**
- Week 8 Break
- Week 9 Clear and Memorable Language
Playbook: Ch 18: Speak to Inform
Companion: Ch 6: Language People Understand
 Ch 7: Language People Remember
Tuesday: **Quiz4 on Week 9**
- Week 10 Writing Speeches for Others
Playbook: Ch 21: Planning and Presenting in Groups
Companion: Ch 17: The Uneasy Partnership: Advice for Speakers and Writers
Tuesday: **Quiz 5 on Week 10**
Thursday: **Evaluate Speech by External Speaker**
- Week 11 Persuasion
Playbook: Ch 19: Prepare to Persuade
 Ch 20: Methods of Persuasion
Tuesday: **Quiz 6 on Week 11**
Thursday: **Submit outline and video draft for Week 12 speeches**
- Week 12 Campaign Stump Speeches
Presentation: Campaign Stump Speech
- Week 13 Answering questions and Presenting Online
Playbook: Ch27: Answering Questions
 Ch 26: Presenting Online
Tuesday: **Quiz 7 on Week 13**
Thursday: **Self-evaluation of Campaign Stump Speech**
- Week 14: Debates and Special Occasions
Playbook: Ch 22: Special Occasions
 Ch 25: Speaking in College Courses
Tuesday: **Quiz 8 on Week 14**
Thursday: **Submit outlines for Week 15 Debate and Response**
- Week 15: Debates
Presentation: Debate and Response
- Week 16: Debates, continued
Thursday: **Self-evaluation of Debate and Response**

Attendance policy

Because the class is comprised of presentations and group simulation games, attendance is required. Please email Dr. Lennon with prior notification of excused absences related to religious observances/practices (ACD 304-04), university sanctioned events (ACD 304-02) or medical conditions. Students may miss one class without penalty. After that, students will lose points for any additional absences and more than 5 absences could result in failure to pass the course.

Professionalism

Professional behavior in the workplace and classroom are similar. Both rely on colleagues to be present and engaged (i.e., not distracted by e-communication), actively listening and participating, considerate and respectful of others' views, and willing to contribute to the overall goal of the setting (e.g., classroom, workgroup, committee, etc.). Otherwise, you may be wasting your or others' time.

Academic Integrity

Plagiarism and cheating on essays and exams is dishonest, disrespectful, and lame. At a minimum, we will give students a zero on the assignment. Multiple or egregious violations will result in expulsion from class. According to ASU policy, Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Academic Disability

We are happy to accommodate any student with a disability registered with the Disability Resource Center. Please contact them and provide our course number and my email address. Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

ASU's policy against threatening behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

The Public Speaking Playbook by Terri Kwal Gamble and Michael Gamble (Sage, 2016)

Part One Get Ready to Speak

- Chapter 1: [Public Speaking and You: Building Confidence](#)
- Chapter 2: [Give Your First Speech](#)
- Chapter 3: [Ethics and Public Speaking in a Global World](#)

Part Two Look and Listen

- Chapter 4: [Listening Critically](#)
- Chapter 5: [Analyzing and Adapting to the Audience](#)

Part Three Topic and Research

- Chapter 6: [Select a Topic and Purpose](#)
- Chapter 7: [Finding and Evaluating Research](#)
- Chapter 8: [Integrating Support](#)

Part Four Organize and Outline

- Chapter 9: [Organizing Your Speech](#)
- Chapter 10: [Outlining Your Speech](#)

Part Five Present Your Speech

- Chapter 11: [Introducing Your Speech](#)
- Chapter 12: [Concluding Your Speech](#)
- Chapter 13: [Wording the Speech](#)
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- Chapter 22: [Special Occasion Speeches](#)
- Chapter 23: [Business and Professional Speaking](#)
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Speechwriting is a “particularly low form of rhetoric,” historian and sometime speechwriter Arthur M. Schlesinger Jr. once said. It doesn’t have to be. As someone who writes both speeches and novels, I am struck by how often I see similarities between the two forms—and no, not because politicians have been known to make things up. At its best a political speech doesn’t just convey information or argue a point. It can be a dramatic monologue built around ideas, able to move, excite, entertain, and inspire, sometimes through narrative. Nothing low about that. In the 2008 presidential election Americans saw that, and not just from Barack Obama; speechwriters created skillful, moving, and thoughtful speeches for Hillary Clinton, John Edwards, Mike Huckabee, and Sarah Palin, among others.

Their speeches weren’t typical, though, and the reasons are no mystery. Political speeches are usually written at breakneck speed, sometimes by committee, and often by people whose main interest is policy, not language. And few books exist to help them learn how to do it.

The Political Speechwriter’s Companion aims to fill that gap. This is a book for students interested in learning the language of politics and those already using it: the sixty thousand elected officials in America and the hundreds of thousands more who work for them. It is for the more than two hundred thousand people who run for elective office every two years: state reps and senators, governors, members of Congress, mayors, and city council members. It is a book for anyone in government making a speech about policy and for the heads of nonprofits trying to influence them. It is a book for an eighty-year-old senator who’s decided he wants to be more compelling—and for a nineteen-year-old student running for alderman from the ward containing his college. It is a book not just for those writing speeches full time but for anyone who has to write one—including politicians, who do occasionally write their own or just want to see what they can demand from their staff. And it is a book for political consultants who think hard about what the message should be and might want to see what’s possible when it comes to expressing it.

It is mostly, but not entirely, about technique—so for those of you who would be tempted to slam the book shut, let me be the first to admit that technique has its limits.

This is hardly an original thought: Bernard Grebanier, who wrote an excellent playwriting book about fifty years ago, acknowledged it too. “It was not Aeschylus and Sophocles who read Aristotle but he who read them,” he wrote. I’m not Aristotle, Grebanier said. But, he added, his own teaching experience taught him that looking at the techniques of great playwrights could help budding playwrights of his day.