

STUDENT & FAMILY GUIDE

NCFCA Companion Guide

COMM 1443: Align NCFCA study and competition work with the existing college syllabus

Registration deadline	August 26, 2026
Preparation	Begins August 26 and continues throughout the semester
Graded term	Fall B: October 21-December 15, 2026
Credit	3 college credit hours
Learning foundation	The student's NCFCA curriculum
Section status	Confirmed and guaranteed to run

Course at a Glance

Item	Details
Course	COMM 1443 - Fundamentals of Speech Communication
Credit	3 college credit hours
Registration deadline	August 26, 2026
Preparation	Begins August 26 and continues throughout the semester
Graded term	Fall B: October 21-December 15, 2026
Graded course length	8 weeks
Fall B workload	Approximately 6-9 hours per week
Learning foundation	The student's NCFCA curriculum
Section status	Confirmed and guaranteed to run
Official platform	Southeastern University course environment
Companion support	Christian Halls MyHall tutorial

Purpose of This Guide

NCFCA students already research significant ideas, organize arguments, adapt to audiences, and practice effective delivery. In this pathway, the student's NCFCA curriculum serves as the primary textbook and learning foundation. This guide helps students use that curriculum—and either existing or future NCFCA work—to complete the major assessments in Southeastern University's COMM 1443: Fundamentals of Speech Communication.

This creates a genuine **2-for-1 opportunity**: a student can adapt work already underway or design future NCFCA work with a college assessment in mind. Either way, the same research, writing, organization, rehearsal, and delivery can contribute to both NCFCA preparation and three college credits.

The controlling rule is simple: students must accommodate the syllabus. The syllabus does not change to accommodate an existing speech, case, or topic.

This guide does not replace or revise the official SEU assessment instructions, prompt requirements, grading rubric, deadlines, or course environment. It identifies the broadest practical prompt paths and shows how NCFCA work may fit beneath them. Most existing work will require some adaptation before it satisfies a college assessment.

Course Snapshot

COMM 1443 covers the basic principles of public speaking. Students research, organize, and deliver formal presentations; use verbal and non-verbal communication; and adapt messages for different audiences and contexts. Students use their NCFCA curriculum to build these skills throughout the fall semester.

Semester timeline

- **Through August 26:** Complete the Christian Halls and Southeastern University application and registration process. Registration remains open through the preparation start date.
- **Beginning August 26 through Fall A:** Work through the NCFCA curriculum, continue NCFCA speech and debate preparation, and identify or design work for each college assessment.
- **Fall B | October 21-December 15:** Finalize and submit the official graded COMM 1443 assessments.

The Fall 2026 section has met its cohort requirement and is guaranteed to run. The official syllabus estimates a workload of approximately 6-9 hours per week during the eight-week Fall B course. In this pathway, those hours are expected to do double duty: the student's research, drafting, rehearsal, and delivery should advance both NCFCA preparation and the college-credit assessments. Preparation begins August 26 so students can enter Fall B with their sources identified and their essays, speeches, and written components already drafted.

Grade structure

- Prompt Selection: 5%
- Three Working Outlines: 15% total
- Three Major Assessments: 75% total
- Final Reflection: 5%

Major-assessment standards

Unless a selected prompt states otherwise, a major assessment may be submitted as an essay, recorded presentation, or slide deck.

- Essay: approximately 1,000 words
- Recorded presentation: approximately 8-10 minutes
- Slide deck: approximately 20-25 slides with an appropriate balance of visuals and text
- Sources: at least three credible citations
- Citation style: APA, MLA, or Turabian, used consistently
- Combination assessment: a speech plus the required reflection or short essay, with a balanced total effort

For presentation-based work, students submit a viewable video recording. A transcript is not required unless the selected prompt specifically calls for a written component.

Recommended pathway for NCFCA students

- **Assessment 1:** Complete the rhetorical analysis as an essay.
- **Assessment 2:** Complete the audience-and-delivery assessment as a recorded speech, with the written component required by the selected prompt.
- **Assessment 3:** Complete the research-and-organization assessment as a recorded speech, with any required written component.

These recommendations do not create alternate assignments. They identify the formats that most naturally demonstrate each assessment's learning outcomes while making the best use of NCFCA preparation.

Two Ways to Use the Opportunity

Path 1: Adapt work already underway

Start with an existing speech, case, research file, apologetics topic, or other NCFCA preparation. Select the official prompt that offers the clearest conceptual fit, then revise the work to meet every prompt-specific requirement, learning outcome, source standard, length, format, and written component.

Path 2: Design future work around a prompt

Review the broadest official prompts before finalizing a new NCFCA topic. Choose a topic and structure that can serve the student's NCFCA goals while also fitting a COMM 1443 assessment. The student still completes the college outline, citations, recording, reflection, and submission requirements.

Both paths save duplication. Neither path permits a student to ignore or rewrite the syllabus.

What Still Must Be Completed

Using NCFCA work as a starting point does not remove the official course requirements. Every student must:

- work through the applicable NCFCA curriculum and preparation activities;
- select one existing syllabus prompt for each major assessment;
- submit each required working outline;
- meet the prompt's learning outcomes;
- meet the required length, format, research, and citation standards;

- submit work in the Southeastern University course environment;
- follow all official due dates and submission instructions; and
- complete the final reflection.

Which curriculum and books should students use?

The student's NCFCA curriculum, including the *Foundations of Speech* Student Text and applicable event materials, is the course's primary textbook and learning foundation. Students use it for rhetoric, research, organization, audience adaptation, delivery, and evaluation, and then apply that learning to the three official assessment prompts they select.

The assessment syllabus lists Aristotle's *Rhetoric* and Bizzell and Herzberg's *The Rhetorical Tradition* under "Required Texts." For this NCFCA pathway, however, those books function as supplemental references only. Students are not required to purchase them, no readings from them will be assigned, and the three assessment requirements are not tied to those books. A student may consult them voluntarily, but the student's NCFCA curriculum remains the primary resource.

A Simple Decision Rule

Before adapting existing work—or planning future work—ask four questions:

1. **Prompt:** Does the work fall within the conceptual scope of one selected syllabus prompt?
2. **Learning outcomes:** Does it demonstrate the specific outcomes named for that assessment?
3. **Prompt requirements:** Does it include every required element, such as a defined audience, opposing viewpoint, multiple perspectives, emulated delivery, or written reflection?
4. **Academic standards:** Does it meet the required length, sources, citations, organization, format, and submission method?

If any answer is no, revise the work or choose a different prompt-work match. A strong topic is not enough by itself; the final submission must satisfy the selected prompt as written.

ASSESSMENT 1: RHETORICAL ANALYSIS

Due: November 10, 2026

Weight: 25%

Primary learning outcomes: Apply classical rhetorical frameworks and critically evaluate historical speeches.

Official prompt paths

1. **Prompt 1:** Analyze ethos, pathos, and logos in a famous speech from antiquity and briefly explain its historical context.
2. **Prompt 2:** Analyze a well-known historical public address using classical principles such as ethos, pathos, logos, arrangement, and style; evaluate its strengths, weaknesses, and lasting impact.
3. **Prompt 3:** Compare two speeches from different historical periods, explaining how audience and context shaped their strategies, similarities, and differences.

Recommended format and broadest path

Complete Assessment 1 as an **approximately 1,000-word essay**. This assessment is analytical rather than a performance of the student's own NCFCA speech, and an essay gives the clearest space for a thesis, close analysis, evidence, and citations.

Prompt 2 generally offers the greatest latitude because it permits analysis of a well-known historical public address using several classical principles. Prompt 1 is limited to a speech from antiquity, while Prompt 3 requires two speeches from different historical periods. The selected speech or speeches must still fit the chosen prompt.

Best NCFCA connection

Assessment 1 is primarily an analysis assignment, not a submission of the student's own competition speech. NCFCA work provides the analytical tools:

- *Foundations of Speech*, Lesson 2.2: logos, pathos, ethos, and kairos;
- Lesson 2.3: informative and persuasive purpose;
- Lessons 4-5: arrangement, style, transitions, vivid language, and figurative language; and
- Lesson 7: evaluation of persuasive, informative, and digital presentations.

Students in Original Oratory, Persuasive, Informative, Digital Presentation, Illustrated Oratory, or debate can draw on their experience identifying claims, support, audience, purpose, and persuasive strategy. The artifact being analyzed should still match the selected historical-speech prompt.

May existing NCFCA work be reused?

Usually as preparation, not as the final artifact. A prior ballot analysis, speech-evaluation worksheet, research file, or rhetorical-notes page may help the student prepare. The final submission must analyze the speech or speeches required by the selected prompt and meet the college-level source and citation requirements.

Submission checklist

- The selected speech or speeches fit the prompt.
- The thesis makes an analytical claim, not only a summary.
- The analysis addresses audience, purpose, context, and persuasive strategy.
- Classical appeals or other rhetorical principles are applied accurately.
- Strengths, weaknesses, or comparative insights are supported with evidence.
- At least three credible citations are included.
- The essay is approximately 1,000 words, excluding the title page and bibliography.
- One recognized citation style is used consistently.

ASSESSMENT 2: DELIVERY AND AUDIENCE ADAPTATION

Due: November 24, 2026

Weight: 25%

Primary learning outcomes: Use verbal and non-verbal communication effectively and adapt communication to different audiences and contexts.

Official prompt paths

1. **Prompt 1:** Analyze and emulate a renowned orator's verbal and non-verbal delivery, then submit a brief reflection or short essay.
2. **Prompt 2:** Deliver a persuasive speech responding to the resolution, "When in conflict, the needs of the government to control education outweigh the educational philosophy of the individual," then submit a reflection on audience adaptation and the opposing viewpoint.
3. **Prompt 3:** Create and deliver an engaging, interactive speech for a specific audience, then submit a reflection explaining the adaptation choices and their effectiveness.

Recommended format and broadest path

Complete Assessment 2 as a **recorded speech**. Each prompt requires delivery, and all three are evaluated for verbal and non-verbal communication and audience adaptation. Include the brief written reflection required by the selected prompt.

Prompt 3 generally offers the greatest latitude because it allows the student to choose a topic and adapt the speech to a specific audience. Prompt 2 requires a response to the exact government-and-education resolution, and Prompt 1 requires analysis and emulation of a renowned orator.

Best NCFCA connection

Assessment 2 offers the strongest opportunity to adapt an existing NCFCA platform speech. Original Oratory, Persuasive, Informative, After Dinner Speaking, Digital Presentation, Illustrated Oratory, or Biographical Narrative work may fit the targeted-audience prompt if the student can demonstrate:

- a clearly defined audience;
- intentional adaptation of language, examples, tone, and explanation;
- effective volume, rate, pitch, inflection, articulation, fluency, and pauses;
- effective eye contact, facial expression, gestures, movement, and posture; and
- a thoughtful written reflection when the selected prompt requires one.

NCFCA *Foundations of Speech*, Lesson 6 is an especially strong companion resource for memorization, vocal delivery, physical delivery, and presentation practice.

May existing NCFCA work be reused?

Potentially, with adaptation. Prompt 3 is usually the clearest fit for an existing platform speech. The student may need to revise the audience, examples, explanations, length, or delivery plan. Prompt 2 requires a response to the exact resolution stated in the official syllabus. Prompt 1 requires analysis and emulation of a renowned orator.

Policy or Lincoln-Douglas work may provide reasoning and evidence, but it normally must be reshaped into a stand-alone speech for a defined audience. Interpretation experience can strengthen delivery but does not automatically satisfy the content of an Assessment 2 prompt.

Submission checklist

- The speech clearly matches the selected prompt.
- The intended audience is named and specific.
- The opening, evidence, examples, and conclusion are adapted to that audience.
- Verbal delivery choices are intentional and effective.
- Non-verbal choices support, rather than distract from, the message.
- The recording is viewable and the audio is clear.
- The presentation meets the expected length or combination-equivalent.
- Any required reflection explains the student's audience and delivery choices.

ASSESSMENT 3: RESEARCH AND ORGANIZATION

Due: December 8, 2026

Weight: 25%

Primary learning outcomes: Conduct thorough research, integrate findings, and organize a cohesive speech.

Official prompt paths

1. **Prompt 1:** Speak in character as a historical figure, showing how the figure's life and accomplishments shaped the use of classical rhetoric, then submit a brief written component.
2. **Prompt 2:** Deliver a structured speech on a current social issue using at least three credible sources and reflect on how the research supports the rhetorical choices.
3. **Prompt 3:** Deliver an 8-10 minute researched speech exploring a major worldview question from multiple perspectives.

Recommended format and broadest paths

Complete Assessment 3 as a **recorded speech**. All three prompts require the student to prepare and deliver a cohesive presentation supported by research.

Prompt 2 offers broad latitude for current social-issue work, including many platform and debate topics. **Prompt 3 offers broad latitude for worldview work**, including many apologetics topics, but it must present multiple perspectives. Prompt 1 is more specialized because it requires an in-character historical presentation and a written component.

Best NCFCA connection

Assessment 3 may connect well with:

- Original Oratory, Persuasive, Informative, Digital Presentation, or Illustrated Oratory for the social-issue prompt;
- Policy or Lincoln-Douglas research for a stand-alone, audience-centered social-issue speech;
- Apologetics preparation for a researched worldview question;
- Extemporaneous research for a social or worldview issue when expanded beyond limited preparation; or
- Biographical Narrative research for the historical-figure prompt when the student meets the prompt's in-character and explanatory requirements.

NCFCA *Foundations of Speech*, Lessons 3-4 support source selection, research, thesis development, arrangement, outlining, introductions, conclusions, and refutation.

May existing NCFCA work be reused?

Often as a strong starting point, but rarely unchanged. The college submission must match the selected prompt, integrate at least three credible citations, use a clear thesis and logical structure, and meet the required scope. Debate evidence should be converted from round-specific argumentation into a cohesive speech for a defined audience. Apologetics or Extemporaneous work should be expanded, documented, and organized as a formal presentation.

Submission checklist

- The topic falls clearly within the selected prompt.
- The thesis is focused and significant.
- At least three credible sources are integrated into the speech.
- Citations are delivered or displayed clearly and documented consistently.
- The introduction establishes relevance and context.
- Main points are logically ordered and well supported.
- Transitions guide the audience.
- Opposing perspectives are treated fairly where appropriate.
- The conclusion reinforces the central insight or call to action.
- The submission meets the required format and length.

NCFCA Event Fit at a Glance

Strongest fit

Platform events: Original Oratory, Persuasive, Informative, Digital Presentation, Illustrated Oratory, Biographical Narrative, and After Dinner Speaking may align well with Assessments 2 or 3 when the selected prompt and academic requirements are met.

Strong with adaptation

Policy and Lincoln-Douglas Debate: Research, reasoning, refutation, and advocacy may support Assessments 2 or 3. Convert round-specific material into a cohesive stand-alone presentation and define the audience and purpose.

Apologetics and Extemporaneous: Existing preparation may support Assessment 3, especially a worldview or social-issue prompt. Expand the work to meet the research, citation, organization, and length requirements.

Limited or indirect fit

Impromptu: Useful for delivery, organization, and audience awareness, but usually too brief and lightly researched to submit without major expansion.

Interpretation events: Valuable evidence of delivery and audience engagement, but a performance selection will not normally satisfy the analytical or research outcomes by itself. Use interpretation experience to strengthen delivery; select a separate prompt-work match that satisfies the required analysis, research, and original communication.

EIGHT-WEEK ACTION PLAN

Before Fall B | August 26-October 20

Preparation period: Complete the research and drafting that will make Fall B a finalization-and-submission term.

- Complete the application and registration process no later than August 26.
- Begin or continue the relevant NCFCA curriculum.
- Review all three assessment groups and identify the strongest prompt-work match for each one.
- Choose the historical speech or speeches for Assessment 1 and draft the full rhetorical-analysis essay.
- Adapt or design the Assessment 2 speech, define its audience, and draft the required written component.
- Adapt or design the Assessment 3 speech, complete the research, and draft its full structure and any required written component.
- Identify at least three credible sources for each assessment and preserve complete citation information.
- Rehearse presentation-based work through normal NCFCA preparation.
- Enter Fall B with complete working drafts—not merely topics or research ideas—ready for final revision.

Module 1 | October 21-27

Official submission: Prompt Selection, due October 27

- Recheck all nine prompts against the work already drafted.
- Confirm that each planned submission satisfies the selected prompt, learning outcomes, and required components.
- Finalize the prompt-work match and list any remaining revisions.
- Submit the selected prompt for all three assessments.

Module 2 | October 28-November 3

Official submission: Assessment 1 Working Outline, due November 3

- Finalize the analytical thesis and organization of the full essay draft.
- Confirm that analysis outweighs summary and that the selected speech or speeches fit the prompt.
- Verify that at least three credible sources are integrated and documented.
- Submit the working outline, then revise the full essay draft using the final structure.

Module 3 | November 4-10

Official submission: Assessment 1, due November 10

- Complete the final revision of the approximately 1,000-word rhetorical-analysis essay.
- Strengthen the thesis, evidence, transitions, and explanation of audience, context, and rhetorical strategy.
- Proofread the essay and verify in-text citations, title-page requirements, and bibliography or works cited page.
- Open the final file once more, then submit the finished essay.

Module 4 | November 11-17

Official submission: Assessment 2 Working Outline, due November 17

- Finalize the speech's audience, purpose, organization, and adaptation choices.
- Complete the final draft or speaking outline and the required written reflection or short essay.
- Mark the verbal and non-verbal delivery choices that demonstrate the assessment outcomes.
- Submit the working outline and begin final rehearsals using the completed speech.

Module 5 | November 18-24

Official submission: Assessment 2, due November 24

- Complete final rehearsals for clarity, pacing, eye contact, vocal variety, gestures, posture, and audience connection.
- Dress in appropriate business or business-casual attire.
- Record the final speech in a quiet, well-lit space with a clean background and clear audio.
- Watch the recording from beginning to end and re-record if the audio, framing, delivery, or content is not submission-ready.
- Proofread the written component, confirm that the video link or file opens correctly, and submit the complete assessment.

Module 6 | November 25-December 1

Official submission: Assessment 3 Working Outline, due December 1

- Finalize the thesis, audience, and organization of the complete speech draft.
- Confirm that at least three credible sources are integrated clearly and documented consistently.
- Finish converting any debate blocks or limited-preparation notes into a cohesive, audience-centered presentation.
- Refine the introduction, main points, transitions, refutation or multiple-perspective section, and conclusion.
- Submit the working outline and begin final rehearsals using the completed speech.

Module 7 | December 2-8

Official submission: Assessment 3, due December 8

- Complete final content revisions and rehearse the speech at the required length.
- Verify that the final presentation satisfies every element of the selected prompt and uses at least three credible sources.
- Dress in appropriate business or business-casual attire and record in a quiet, well-lit space with clear audio and a clean background.
- Watch the complete recording, re-record if necessary, and proofread any required written component.
- Confirm that every file or link opens correctly, then submit the finished assessment.

Module 8 | December 9-15

Official submission: Final Reflection, due December 15

- Draft the reflection using specific evidence from the three completed assessments.
- Explain how rhetorical analysis and speech preparation changed and identify the assessment showing the greatest improvement.
- State the most important insight gained about rhetoric, audience, or effective communication.
- Revise and proofread the final response, keep it within 150-200 words, and submit it.

Before You Submit Any Major Assessment

- I selected one official prompt.
- My work demonstrates the learning outcomes assigned to that assessment.
- I followed the required format and approximate scope.
- I used at least three credible citations.
- I used APA, MLA, or Turabian consistently.
- My bibliography or works cited page is complete.

- My recording, document, or slide deck opens correctly.
- I included every required reflection or written component.
- I submitted in the official Southeastern University course environment.

Frequently Asked Questions

Are Aristotle's Rhetoric and The Rhetorical Tradition required?

No. Although those titles appear under “Required Texts” in the assessment syllabus, they function as supplemental references for this NCFCA pathway. Students are not required to purchase them, no readings from them will be assigned, and the assessments are not tied to them. Students use their NCFCA curriculum as the primary textbook and learning foundation.

Why register in August if the official course starts in October?

COMM 1443 is scheduled for Fall B, but the pathway is designed around semester-long preparation. Applications and registration remain open through August 26. Study and assessment preparation begin that day, giving students time to develop speeches and research during Fall A before completing the graded assessments in Fall B.

Is the Fall 2026 section guaranteed to run?

Yes. The cohort requirement has already been met, so the Fall 2026 section is confirmed and guaranteed to run.

Can my coach help me choose and adapt my work?

Yes. A coach can help the student compare work against the official prompt, learning outcomes, and checklist. The coach does not change the college requirements, and the SEU instructor evaluates the final submission using the official syllabus and rubric.

Can I plan future NCFCA work around an assessment?

Yes. Students do not need to wait until a speech is finished. They may review the broad prompts now and choose future NCFCA topics, audiences, research, and structures that can serve both goals. The final college submission must still satisfy every element of the selected assessment prompt.

Will the assessment prompt be adjusted to fit my existing work?

No. Students choose from the existing prompts and adapt their work to the selected prompt. If a speech, case, or topic cannot meet the prompt's scope and required elements, the student should revise it substantially or choose a better match.

Can I submit the same file I used for NCFCA?

Only if it fully meets the selected college prompt and all academic requirements. Most reused work will need some adaptation.

Do NCFCA ballots count as the required reflection?

No. A ballot may help you identify improvements, but a required reflection must respond to the official assessment instructions.

Do debate cards count as citations?

They may provide source material, but the final assessment must cite sources clearly and consistently in APA, MLA, or Turabian and include the required bibliography or works cited information.

Where do I submit work?

Submit official assignments in the Southeastern University course environment. Use the MyHall tutorial for the NCFCA companion guide, planning support, and reminders.

Which deadline and time zone apply?

Follow the official SEU course. The supplied syllabus states that assignments are due by 11:59 p.m. Eastern Time on the listed due date unless otherwise noted.

Final Reminder

Your NCFCA curriculum and experience are the learning foundation for this pathway. College credit is earned by applying that learning within the three selected COMM 1443 prompts, learning outcomes, academic standards, and deadlines.

Start with what you have—or plan what you will create. Choose the broadest appropriate prompt. Adapt the work carefully. Meet every requirement. Submit work that shows what you can do.