Outcomes/Description: As a General Education, FS, course, this class will improve your ability to:
- develop clear and focused thesis statements that are appropriate for the time allocated, the audience, and the occasion
- outline a speech with a clear thesis statement, main points, and sub-points;
- identify demographic & situational factors that a speaker needs to know about an audience;
- understand the role of evidence (facts, statistics, examples, testimony) in developing a logical argument;
- understand the role of speaker credibility (ethos) and emotional/motivational appeals (pathos) in building support for a speaker's ideas, in addition to the use of reasoned arguments (logos)
- communicate in both verbal and nonverbal dimensions of delivery;
- recognize the similarities and differences between informative and persuasive speaking;
- recognize the similarities and differences between written and oral communication;
- recognize and practice ethical oral communication (emphasizing intellectual integrity of ideas, their accurate presentation, and proper citation).
- use the library catalog

*Additionally, this particular section has been structured to help prepare you for the kinds of communication you might experience in your professional field.

Texts & Course Materials:
● DK Guide to Public Speaking by Lisa A. Ford-Brown   ● Syllabus **&** Assignment Packet **on MOODLE**

Grading: Participation (25% of course grade)
Speeches (50% of course grade)   Homework (25% of course grade
   Informative Speech: 20%   **Annotated Bibliography & ILT Quiz:** 5%
   Special Occasion Speech: 10%   **Informative Speech Analysis:** 10%
   Persuasive Speech: 20%   **Persuasive Speech Analysis:** 10%

☆*Full assignment descriptions, instructions, explanations, and grading procedures are found in the accompanying "Assignments Packet"* ☆

Final Grades are broken down **in this class** as follows:
● 4.0 = 95-100 ● 3.7 = 90-94 ● 3.3 = 86-89 ● 3.0 = 82-85 ● 2.7 = 78-81
● 2.3 = 72-77 ● 2.0 = 67-71 ● 1.7 = 61-66 ● 1.3 = 56-60 ● 1.0 = 51-55   ● (0.0 = below 51)

Work that meets the minimum requirements of an assignment, is completed on time and displays average involvement with the course content is deserving of a 2.0. A 2.0 is a "satisfactory" grade that indicates the *minimum* has been achieved. Higher grades are awarded to work that goes above and beyond the minimum standards to produce papers or presentations that reflect superior intellectual effort, excellence in critical analysis and overall creativity in the approach towards any given assignment. A 4.0 is attainable but will require much more than minimal effort.

Challenging a Grade: If you identify an error in grading, I am always willing to admit to a mistake and correct it. If you want me to *reconsider* a grade, follow these steps:
- Wait at least 24 hours before deciding to seek reconsideration, but no longer than one week.
- Write a 1-2 page explanation of why the grade should be reconsidered identifying what type of change you seek and providing a reasoned argument and evidence in support of that change. The burden of proof in any disagreement over evaluation of your performance rests with you.
- Resubmit the original work (complete with grade & comments) along with the rationale.
- Allow two weeks for reconsideration. Accept the final decision. *I will reconsider each assignment only once.*

Extra Credit: *Extra credit* __*will not*__ *be available as an end-of-semester option to make-up-for or replace work that you did not do throughout the semester. It will never be given on an individual basis.*

Due Dates/Late Work: ___LATE ASSIGNMENTS ARE NOT ACCEPTED___. *If you know in advance you will not be in class when an assignment is due, turn it in early. If you wake up sick when something is due, please email it by class time.* All due dates are on the course calendar.

Attendance: This is a live, non-virtual, non-mediated, speech communication course. Being present on time (and AWAKE) is necessary. **If you cannot consistently be present, on time, for class, you should withdraw.** I do not tally absences as part of your grade, but I do reserve the right to adjust your grade if I believe your attendance has been problematic for you and/or for your classmates.

☆You are solely responsible for catching up on work that you miss (always refer to the course calendar and to the potential kindness of classmates). I will not accept an absence as an excuse for being unaware of any course assignment or expectation. Work will not be accepted late because of an absence, except as indicated above. Any in-class work – whether it is a speech or an exam – should be treated seriously. Make-ups for such assignments will only be granted in rare instances and usually only with documentation of an unavoidable emergency, or with **advance notice** of college-sanctioned activities or religious observances.

    Absences of two or more straight weeks: If you miss, or will miss, two straight weeks of class (4 consecutive class meetings), you must contact me before or within those two weeks. Four or more consecutive absences without contact will result in an automatic failure of the course.

    Absences of four or more total weeks: If you miss, or will miss, four or more total weeks of class, particularly if the absences are close together, you must choose one of these options: Withdrawing from the course, or; Taking an Incomplete in the course.

    Attendance for the Final Exam/Meeting: Finals week is part of the required number of class meeting hours set by the SUNY system. Final exams or activities scheduled during the final exam timeslot, will not be rescheduled unless you have 3 or more exams on a single day. (If that happens, please see the policy online at http://www.potsdam.edu/offices/registrar/exams.cfm). **You must make travel/work/ childcare arrangements around the final exam.** If you do not attend the final exam, be prepared to accept the consequences to your grade. Final exam times are scheduled by the school to ensure that exams do not overlap, therefore the full week is needed – do not blame your professors or the school for end-of-the week exams; even though regular classes are not in session, the week is part of the semester.

Incompletes: Incompletes, or other arrangements for course completion, can be planned only in advance to the semester's end in extreme circumstances with documentation. To receive an incomplete, there must be a serious *emergency* so late in the semester that there isn't time to make up what you miss.

Academic Integrity & Dishonesty: As stated in the Undergraduate Catalog, a pledge of academic honesty is made by all students at SUNY Potsdam, indicating that you understand & comply with the requirements set forth by instructors the Academic Honor Code. **To plagiarize is to pass off *ideas or words of someone else* as your own without crediting the source.** Any time you incorporate the words &/or ideas of another person into your work, no matter what the medium/source, without giving their creator the credit, you have plagiarized. Plagiarism includes copying another source without credit, even if you make some changes to the wording, or using someone else's ideas or structure without credit. (You can and should incorporate a variety of sources into your work – but you must give the creators/authors/ sources the credit!) *I have a zero tolerance policy on plagiarism. In the event of plagiarism on an assignment in this course you will A.) Definitely fail the assignment. B.) Possibly fail the course.* Therefore, you will be responsible for authenticating any assignment submitted in this course. I recommend that you keep copies of all drafts of your work, make photocopies &/or careful notes of research materials, save drafts or versions of assignments under individual file names on computer disks, etc. Other forms of dishonesty or cheating are also not tolerated and will result in a failure of the assignment and/or class. If you think you are engaging in questionable behavior, you probably are, so either don't do it or seek clarification.

Technology/Electronic Devices: Technology use is permissible in the classroom IF:
- Your usage is polite.
- Your usage does not interfere with your performance in class.
- Your usage does not bother your neighbors.
- You are willing to apply your technology use to course materials in productive ways.
- You do not secretly record any portion of a class without seeking permission

Consider your technology use outside of class, too. If contacting me via email, be professional: use an appropriate and informative subject, address me politely, and use good Standard English. Many (potential) employers will not be impressed by communication like, "hey-idk wuts du 2mrw. tia"

Etiquette: The success of this course is directly related to the sense of community that we develop in the classroom. Participation is essential to this process. I encourage you to share your views and listen to those of others. Debate and discussion are an important part of the learning process. While there will no doubt be disagreements, I expect the members of this community (including myself) to challenge ideas in a manner that reflects respect and recognition of opposing viewpoints without attacking individuals. _Any communication or behavior– digital or live – that potentially interferes with the learning environment of other students will not be tolerated. Disruptive behavior - even minor disruptions - will result in your being told to leave class._ Repeated offenses may result in course failure.

According to the National Association of Colleges and Employers *Job Outlook Survey*, employers rank communication skills above all other qualities they seek in job applicants.

87% of adult employees rate communication skills as very important to their jobs. No matter which career path you choose, you'll likely need public speaking skills. Consider:

- An accountant has the opportunity to explain recent changes in tax law to a group of investors. Impressed by the speech's clarity and the accountant's expertise, several audience members decide to become clients.
- A nurse wants to explain to her hospital's management team why high patient loads and long work hours justify the nurse's union strike threat. By making her case persuasively, she builds support for the union's position, and the two parties forge a contract agreement without a strike.
- A computer programmer has just finished coding an awesome new game, but needs to explain to potential investors what the commands are for playing it and why the game is likely to sell. By being able to competently demonstrate to a non-techie audience the ease of use and marketability the programmer gets the needed backing to sell the game internationally.
- *When effective communication is missing, teachers can misunderstand or be ignorant of students needs and expectations; furthermore students may not feel listened to or feel they are understood, and then they start acting out in other ways to get their needs met. Communication skills assist teachers with understanding, mutual respect, clarification, and enjoyment.*

The speech assignments in this course are designed to be at representative of the kinds of speaking you would do outside the classroom (presentations about how beer is made, how to make an origami swan, or why drug use should be legal can be fun but are not quite the kinds of topics most people find themselves presenting at work or in their communities. As such, the speeches will help you improve clarity (organization & language use), authority (credibility), argumentation (research & reasoning), sensitivity (audience analysis & adaptation), and confidence (delivery).

Readings & Speech Critiques

Doing the readings when assigned will make your time in class more productive and will doubtlessly help you to be better prepared for your speeches. To help you keep up with the readings, to make the readings more meaningful, and to provide you with non-speech-based ways to earn good grades you are required to complete several Greatest Speech critiques in association with your readings.

For each critique, one of the top 50 speeches from American history has been selected to coincide with specific reading topics. You will go to the designated web site (listed below) and read/listen to/watch the speech and then write a 1-2 paragraph assessment of how well the speech met the requirements laid out in your reading. Your answers should be focused and specific, using precise terminology, as learned from the textbook reading, and examples from the speech. Your job is not to state whether or not you liked or agreed with the speech, or to comment on the speaker's delivery skills, but to consider the speech content and/or structure in relation to the associated chapter and given questions. For each speech, there is a specific presentation component to focus on in your critique – such as audience adaptation, or language use. An example is provided below.

Critique for ch. 1 – *focusing on audience adaptation*: "Ich Bin Ein Berliner," John F. Kennedy @ www.americanrhetoric.com/speeches/jfkberliner.html
How does Kennedy attempt to connect to the audience's wants, needs, interests, &/or experiences? To the occasion?
Critique for ch. 4 – *focusing on use of evidence:* "A Day that Will Live in Infamy," F.D. Roosevelt @ www.americanrhetoric.com/speeches/fdrpearlharbor.htm
What kinds of supporting material (statistics? examples? testimony? Etc.) does Roosevelt provide to explain the situation?
Critique for ch. 7 – *focusing on introductions & conclusions*: "Every Man a King," H.P. Long @ www.americanrhetoric.com/speeches/hueyplongking.htm
What functions of introductions and conclusions are present or absent in Long's speech?
Critique for ch. 8 – *focusing on language use*: "I Have a Dream," Martin Luther King, Jr. @ www.americanrhetoric.com/speeches/mlkihaveadream.htm
What kinds of language devices or techniques does King use?
Critique for ch. 16 – *focusing on special occasion speaking*: "Touch the Face of God," R. Reagan @ www.americanrhetoric.com/speeches/ronaldreaganchallenger.htm
What characteristics of special occasion speaking are found in Reagan's address?
Critique for ch. 14 & 15 – *focusing on persuasive appeals*: "Checkers," by Richard Nixon @ www.americanrhetoric.com/speeches/richardnixoncheckers.html
How does Nixon employ ethos, pathos, logos, mythos and/or other emotional appeals or types of logic in his speech?

EXAMPLE, focusing on introductions, organization, & conclusions. "Duty, Honor, Country," D. MacArthur @ www.americanrhetoric.com/speeches/douglasmacarthurthayeraward.html
MacArthur identifies with his audience through the use of humor in the first paragraph. He then establishes his credibility by explaining what West Point, and this award, meant to him. Next, the focus of his speech is introduced – "Duty, Honor, Country." He defines that code, which also offers the audience a small preview of his speech, which is made more explicit when he humbly says that he lacks the skills needed to fully explain their meaning. (Usually, speakers should not belittle their speaking skills & draw attention to weaknesses. But here, MacArthur is expressing humility not failures.) In sum, he meets the requirements of a solid introduction, though he is not as explicit in doing so as he might have been: connection with the audience, establishment of credibility & good will, revelation of purpose, and preview of the body.

The speech's organization is a combination of a topical and a chronological pattern, as we are taken not only through the function of the "duty, honor, country" code, but also the life of the soldier.

MacArthur indicates that his speech is coming to a close by alluding to the close of his own life: "The shadows are lengthening for me. The twilight is here." Within that same paragraph he alludes back to some of the things he discussed earlier in relation to the life of the soldier. He then restates the focus of his speech – "Duty, Honor, Country." He finishes by setting the tone and drawing the audience back in, by saing, "Today marks my final roll call with you, but I want you to know that when I cross the river my last conscious thoughts will be of The Corps, and The Corps, and The Corps. Therefore, like th4e introduction, MacArthur's conclusion met all the key functions: indication of end, restatement of purpose, recap of significant ideas, and setting an emotional tone – though the summary and purpose were not as clear as they could have been.

Final Extra Credit Exam

During finals week, at the time we have been assigned for our final exam, there will be an opportunity to earn extra credit. If you are one of the many people in the world who truly hate or fear giving speeches,

this will be a chance for you to show off how much you know about the "basic principles of speech" without actually have to give a speech.

It will be a multiple-choice test in which you will be asked to answer questions about the key concepts of constructing and presenting a speech. The more reading you've done and the more classes you've attended and the more attention you've paid, the better you will do.

NOTE: Even though this activity takes the form of an exam, will be done during the final exam week, and is mandatory, it cannot hurt your grade in the class – unless you do not take the exam, and then your course grade will be lowered by one step (ex. 2.0 to 1.7)

GROUP SPEECH: 10-15 min. long (2-3 min/person), delivered from manuscript

Many people find that speaking with others is less stressful than speaking alone, so your first presentation to the class will be in the form of a group speech. Group speaking is also a very useful skill to practice and refine because it is so common in educational and career presentations, whether as a class assignment or part of a business presentation or on a panel at a conference.

This assignment focuses on two primary areas of public speaking skills: delivery and group preparation – both of which will be discussed in class prior to your speech.

No matter where you work, in the professional world you may often find yourself in the position of having to give presentations as part of a group, and you will definitely find yourself in the position of having to work with other people. This assignment helps you learn and refine the skills needed for each situation.

For this assignment, you will work in groups of 5 to deliver a short group presentation.

The topic will be a particular service offered by SUNY Potsdam. You have the chance to select a service (such as dining, academics, tutoring, etcetera) on your own – but if your group cannot quickly come to an agreement, one will be assigned to you.

As a group, you will act as a sort of marketing or public relations team for the service/office to let fellow classmates know about it; in other words, to promote it.

1. Everyone in the group should contribute to the content of the speech.
2. Everyone in the group should have a roughly equal portion of the presentation.
3. Though individuals can do some of the preparation work on their own, the speech should be put together with all group members involved to ensure that it all fits together without contradiction or unnecessary duplication. (It is even advisable that the speech be written as an entire group, or edited by one person, so that it all sounds similar.)
4. As a group, practice your speech. Pay particular attention to transitions, not only between parts of the speech, but also between speakers. Be aware of your body language and behavior while your teammates are presenting.

Grading:

All speakers were introduced appropriately	1	2
Speech was a singular, cohesive, whole (not as a series of individual mini-statements)	1	2
Group was rehearsed and fluid.	1	2
Speech used transitions between speakers.	1	2
Speaker volume was adequate	1	2
Speaker rate was steady and easy to follow	1	2
Speaker used vocal variety (infusing speech with emotion and conversational quality)	1	2
Speaker was fluid, demonstrating adequate rehearsal	1	2
Speaker used consistent eye contact	1	2
Speaker used gestures and facial expressions appropriately	1	2

INFORMATIVE SPEECH: 7-9 minutes long, delivered extemporaneously

Each person will have class time to meet and work with the instructor one-on-one on developing your speech before it is due. The reserved classes are marked on the calendar specific time slots will be assigned. You must bring in a complete draft, using provided outline. (You may also choose to have me review a partial or complete draft of your speaking notes during the meeting, in office hours, or by email.) Drafts are not graded, but *failure to have a manuscript draft or to show up for your meeting will result in the speech grade being lowered one level* (eg from a 4.0 to a 3.7, or 2.0 to 1.7).

The following speech topics are pre-approved and strongly recommended. Any speech idea not indicated here will need to receive prior approval. The outline and grading criteria are at the end of the packet. As you will see from speech structure and content is more important than delivery. This means that even if you dislike public speaking, aren't good in front of an audience, or struggle with the performative elements, you can still succeed and do well with your speeches.

Suggestions for Education Majors:

✓ You are teaching at your hometown school. It's the start of a new school year and it's Open House at your school. Explain to the parents *and* children your teaching philosophy, providing them with an overview of how their curriculum is going to be structured. Your speech should be supported with pedagogical research (including things like statistics, and expert & peer testimony), examples of success with similar approaches in other schools, Your speech should also be appropriate for both the adults and the children in the audience, containing information and statements that will be of interest to both groups.

✓ You are doing a teach-in public service for the parents of students in an elementary school (grades K-5) about bullying. Your goal is to help parents be aware of and recognize the signs that their children are being bullied… or maybe even are bullying others. This is a sensitive issue, so you need ample outside evidence to help illustrate the problem, and your goal is to teach, not to convince and not to blame.

✓ As part of a special extra-curricular educational series, you are leading a tutorial for children about Internet safety. Select an age group for your talk (7-9, 10-12, 13-15, 15-17) and construct an age-appropriate informative presentation on the dos and don'ts of online activity. Your presentation should be supported with real-world examples that will both make sense to and hold the interest of your age group.

✓ You are your school's representative for New York State United Teachers and need to explain to your colleagues and administrators how to use the new NYSUT "teacher practice rubrics" for the New York State Teacher Standards, found online at www.nysut.org/files/NYSUT_Teacher_Practice_Rubrics.pdf. You will need to present research about the state standards, about NYSUT's mission and goals, and provide information from people who have used it (consider interviewing some of the faculty in the School of Education). You are not arguing for or against the state standards or the rubric, but are simply making a "how to" presentation for your colleagues to effectively use the resource. (If you are concerned about the treatment of teachers, the structure of the modern education, and/or are interested in advocacy on behalf of teacher and educational concerns, this is a great option for you.)

✓ You have been asked to serve as a representative to new students enrolling in the Childhood Education program at SUNY Potsdam. You need to give an orientation speech to these new students, welcoming them and guiding them. Your presentation should include helpful information about the program and school, and should rely on campus resources, other students, and maybe even professors as your references. Think about the kind of information you wish you'd had when starting, as well as the information you found most useful.

✓ You are teaching your favorite book to a class. Select a grade (1-6) and present a short lesson about the book as if you are speaking to the elementary school students themselves. Keep your presentation focused. There are different approaches you can take and different components to consider including (and these will vary depending on the book), such as: What's it about? Who wrote it? Why was it

written? When was it written? What does it teach? What symbolism does it have? Who are the characters? What genre is it in? What kind of illustrations does it have? Who did the illustrations? Your speech probably will not, and should not, cover all of these things. Your lesson should be appropriate for the grade (if you know something about the required curriculum for a particular grade, maybe you can even tie it in to state requirements or other subject areas). Your lesson must include outside resources beyond your own thoughts/opinions and beyond the contents of the book itself. Picture books are not recommended for this speech, as they offer little material with which to work.

✓ You are presenting a lesson on an historical person or event to a class. Select a grade (1-6) and present a short lesson about the person as if you are speaking to the elementary school students themselves. Keep your presentation focused. There are different approaches you can take and different components to consider including, such as: The person's childhood; His/her contribution to society; What s/he is best known for; Obstacles in his/her life; Etc. Your speech probably will not, and should not, cover all of these things. Your lesson should be appropriate for the grade (if you know something about the required curriculum for a particular grade, maybe you can even tie it in to state requirements or other subject areas). Your lesson must include outside resources beyond your own thoughts.

Suggestions for Communication and other majors:

✓ As a representative for your hometown, give an informative presentation appropriate for people who are new to the area. Consider what things would be most important and most interesting to know. Possible points include employment, education, shopping, childcare, housing, recreation, and community. Make sure to include information beyond just your own knowledge of the area; refer to other residents, local publications, etcetera.

✓ As a student at SUNY Potsdam, you have been asked to lead an informational session for Freshmen. What aspects of SUNY Potsdam life do they need to know? Possible points include employment, shopping, housing, recreation, and community. Make sure to include information beyond just your own knowledge of the campus; refer to other students, official publications, local publications, professors, and/or staff.

✓ Select and research a topic and target audience that is relevant to either your future career or to a job you now hold. You will deliver a speech, procedure, practice, product, technique, technology, equipment, or resource – as <u>directed to a group of coworkers, employers, new hires, or students in the field</u>. Your task to teach, advise, or train them about a given policy appropriate to the job/career. (This can be a good option not only for those of you working your way through college but also for anyone who is undecided about a career because it will give you a chance to research a possibility and do some simulated work in the field.)

✓ Basic computer skills are not only necessary to many jobs now, but also for socializing, shopping, travelling, and more. As a result, most people will find themselves at some point either having to learn a new technology or related skill or having to teach it to someone else. With this is mind, you will give an informative speech about some kind of information or entertainment technology. This can be something related to your hobbies (like gaming) or to your professional goals or to your major (ex: one student gave a speech about how computer & digital technology has changed the field of archeological research). **A number of topics and approaches have been pre-approved by the professor and are listed on the chart below. If you want to give a speech not listed there, it must be approved in advance**.
Please note, for *each topic there are multiple approaches/foci listed: Each column provides a different informative speech focus & each bullet point within the columns provides a different idea for a specific purpose; you should not construct a speech that does all of the things listed.* (This is a good choice for techies, gamers, or anyone who wants to know more about technology.)

TECHNOLOGY	HOW TO	DEFINING	ABOUT
Wikis	*- How to create or use a Wiki*	*- What Wikis are*	*- Benefits & problems of Wikis* *- Development of*

			- Different types
Web 2.0	- How to use	- What it is	- Impact on society - Impact on business - Impact on government - Development of
Internet Literacy	- How to improve	- What it is	- Internet literacy programs
Second Life	- How to use it	- What it is	- Educational uses - Governmental uses - Psychological or social effects
MMORPG, First-Person Shooter, or **other game types**	- How to get involved/play	- What they are	- Different games - Particular strategies or skills - Social aspects - Development of
Social Gaming	- How to play particular game(s) – like Farmville, Mafia Wars, etc.	- What it's all about	- Strategies of social games - Development/history of - Why people get addicted
Library/reference databases	- How to use them	- What they are	- How they differ from the Web - Benefits to research
Intellectual property on the Web	- How to avoid plagiarism or felonies - How to protect own work	- What people need to know	{continued on next page} - Penalties for violations - History of problems
Web censorship		- What it is	- History of - Actions for and against - Problems with - Concerns about
Presentation software (ex PowerPoint)	- How to use well	- What options are available	- Problems associated with - Benefits of
Blogging	- How to blog	- What is a blog	- Benefits or problems of blogs - Well known blogs
Career/discipline software/tech (ex digital design programs, word processors, stat analysis, GPS…)	- How to use particular technology in your field	- What the tech does	- How it developed - When/where it's used
Computer repair/upgrades	-How to install memory -How to fix or prevent a virus		-A career in computer repair -Computer repair basics

Information Literacy is part of all FS (freshman speaking) courses. There are two requirements set out by General Education that we must complete: an Annotated Bibliography and a series of "Information Literacy Tutorials" the library runs through Moodle.

ANNOTATED BIBLIOGRAPHY

An annotated bibliography is a list of accurate citations for a number of sources on a certain topic, and each citation is accompanied by a short description/evaluation of a source that helps someone to decide whether or not the source may be useful for their research needs. (*See example below*.) For your annotated bibliography, you will **find, examine & summarize/describe three sources three sources relevant to/for your informative speech**.

==Your bibliography for this assignment **MUST:**==

- First state the topic, which is you chosen/potential career OR your informative speech option
- Include at least 3 sources
  - 2 sources must be found through the SUNY Potsdam Libraries (marked w/ an asterisk* or star★)
  - Not include any encyclopedias, including Wikipedia.
- Be cited in MLA or APA format – the library and the library's webpage offer resources that demonstrate these styles
- Have 1-2 paragraph annotations for each source that BOTH describes and critiques the source:
  1. The description should indicate what kind(s) of material/information the source contains –**using the actual terms for supporting materials found in chapter 4 of your textbook** (such as statistics, testimony, examples, etc.). **Do Not Forget This Component!**
  2. The critique should consider the quality and reliability of the source, taking into consideration the guidelines offered in chapter 3 of your textbook. **Do Not Forget This Component!**
- Be typed, double-spaced, using 10-12-pt. font.
- Use correct spelling and grammar.
- Do NOT copy your annotations from any other source. Plagiarism will not be tolerated.
- Organize your sources alphabetically by last name. Organize your bibliography as Source-Annotation, Source-Annotation.

Cornell Univ has an excellent resource to help you with this assignment, at http://olinuris.library.cornell.edu/ref/research/skill28.htm.

==Example of source with annotation==. (Note: This example is for a different topic than your assignment.)

Topic: Technology in Archeology

★Maier, Thomas. (1995, March 5). Archeology goes high tech; Forget archeological digs; todays techniques leave every stone unturned. *The Montreal Gazette.* Retrieved from www.lexisnexis.com.

This is a news article written for a Canadian newspaper in 1995. It discusses how changes in archaeological techniques and technology are revolutionizing the way archeologists investigate sites and artifacts. It specifically mentions ground penetrating radar, DNA, and images by space shuttles as means for archeological research that create minimal disturbance to a site. The author also cites high profile **examples** in which these technological advances have been applied, such as the discovery of the lost city of Ubar (discovered through radar imaging by a NASA space shuttle). The article relies on multiple **testimonies** by anthropologists, archeologists and historians. As a news article, it appears to be a credible and objective source; the research done by the author is **well referenced** and of good quality, though for research about technology **it might be a little outdated** at 16 years old.

Each source & notation will earn up to 5 points - 1 for the source, 2 for the descriptive component (1 point for a description, 1 point for using the appropriate terminology) and 2 for the critical component (1 point for having a critical component, 1 point for using the appropriate criteria.) **It's due when you present the informative speech.**

INFORMATION LITERACY TUTORIALS through the Library/Moodle

There are several required tutorials for FW/FS (you might be doing these or have done these for another class) on Moodle. You are automatically enrolled for these tutorials & should receive an email from the library regarding them. You must work through each tutorial and then take the related quiz(zes). The grades you earn on the quizzes do not factor into your grade for this course, BUT: If you earn more than 75% on a quiz, you will receive extra credit on your Annotated Bibliography; failure to complete the quizzes can lower your Annotated Bibliography grade. **These must be completed by the last day of class.**

SEARCH TERM BRAINSTORMING LIST

As an added information literacy component to this class, you will also generate a list of 10 Internet search terms to use in doing research for your persuasive speech. For many of the suggested persuasive speech topics provided in this Assignment Packet, ideas for useful types of outside research have been provided to help get you started. When you submit your speech draft, you should also submit the list of 10 (or more) search terms you have used, or could use, to gather evidence for your speech. The more research you do, and the more variety to the research you have, the stronger your speech is likely to be. **Due with your Persuasive Speech draft outline.**

SPECIAL OCCASION SPEECH: 4-6 min. long, extemporaneous or manuscript (see rubric at end of packet)

No matter what we study in college or what job we hold after college, one kind of speech that nearly everyone will have at least the chance to give during the course of their lives is a eulogy. For that reason, everyone in class will be giving a commemorative speech – either in the form of a eulogy or an awards-style presentation. To keep things from getting to maudlin or emotional in the classroom, however, everyone will be giving these speeches on behalf of fictional characters. As with the other major speeches, though, the special occasion speech has been tailored slightly to the particular interest areas of each discipline-specific group registered for this course.

As part of a national day of remembrance, you have been asked to give the eulogy for, or to present a Lifetime Achievement Award to, a legendary, fictional, cultural icon at a local memorial/celebration for the person. You might also give a roast or a toast, if you can do so and still meet the requirements of the assignment.

Using character bios on network websites, Wikipedia entries, fan pages, imdb.com, YouTube, Hulu, etcetera, construct a eulogy that both commemorates the life of the person and comforts his/her survivors. For this speech, you will assume that the person really existed and that the audience of mourners/well-wishers are his/her family, friends, and coworkers within the television show, movie, or literature.

Here are some examples:

Beavis or Butthead	Spider Man	Charlie Brown
Bart Simpson	Fred Flintstone	Stewie
Scooby-Doo	Borat	Jack Bauer
Alvin (of the Chipmunks)	Sherlock Holmes	Batman

You may not use friends or family members for this assignment.

PERSUASIVE SPEECH: 8-12 minutes long, delivered extemporaneously

Again, each person will have class time to meet & work with the instructor one-on-one on developing your speech before it is due. Failure to have the required drafts will result in a lowered speech grade.

The following speech topics are pre-approved and strongly recommended. Any speech idea not indicated here will need to receive prior approval. The outline and grading criteria are at the end of the packet. As you will see from speech structure and content is more important than delivery. This means that even if you dislike public speaking, aren't good in front of an audience, or struggle with the performative elements, you can still succeed and do well with your speeches.

Suggestions for Education Majors:

✓ Select a grade K-6 and construct a persuasive presentation about bullying. Decide on a fairly narrow goal/focus (don't bully, report bullying, help someone being bullied). You arguments should be supported with research and should be appropriate for the age group you chose (which, ideally, is one close to the grade you want to work with in real life). Be aware of making the trite, repetitious "it's not nice" arguments that children hear so often that the words become meaningless. See if you can find a new approach to the issue.

✓ It's about midway through the school year and as part of a Parent-Teacher Night you are meeting with the parents of your students to give them an update – a progress report – of how things are going. From your perspective, everyone in the class would benefit from more parental involvement in the education process. Therefore, you need to gently convince the parents of things they can, and should, be doing at home to help their children succeed. Be sure to select a particular grade level –and, if appropriate, maybe a particular subject – in developing your speech. Your arguments should be structured on pedagogical research (such as statistics and expert & peer testimony), examples of particular activities, and success stories and also need to recognize concerns of the parents. They will not likely respond well if they think you are criticizing their parenting. Many may have little time outside of work – potentially holding multiple jobs just to pay the bills. Some may not have access to the latest computer technology, or the money to purchase games or supplies. Others believe teaching is your job, not theirs. Etc.

✓ President Obama has supported the idea of year-round schooling. As an education specialist in the North Country you want to either promote or refute this policy. <u>Select any local, North Country, school district</u> as your starting point and prepare a persuasive speech for the Board of Education and Parent-Teacher-Association to convince them to either switch to year-round, or extended, school years or to avoid the year-round school plan. Your arguments should be structured on pedagogical research (such as statistics and expert & peer testimony), financial research, and/or examples of other comparable schools. You need to recognize concerns of the audience and practical obstacles, such as costs, childcare, vacations, family needs, finances, etc.

✓ Select any controversial pedagogical technique, strategy, or issue (such as corporal punishment or a no-fault homework policy) and prepare a speech of support or refutation of it to your fellow education students, asking them to adopt or avoid the practice. Your arguments should be structured on pedagogical research (such as statistics and expert & peer testimony), financial research if applicable, etcetera. You need to recognize concerns of the audience and practical obstacles, such as desires to succeed, the need to find employment, legality, etc.

✓ You are a spokesperson for New York State United Teachers and you are in charge of speaking to a policy-making body (ex. BOE, State Legislature…) on any issue of your choosing from the www.nysut.org website.Your presentation needs to demonstrate understanding of the political and economic reasons behind the issue while arguing on behalf of the NYSUT position to the appropriate organization.. Your arguments should be based on evidence about economic benefits, pedagogical research, student success, district health, etcetera – as appropriate. (If you are concerned about the treatment of teachers, the structure of the modern education, and/or are interested in advocacy on behalf of teacher and educational concerns, this is a great option for you.)

Suggestions for Communication and other majors:

✓ Many people are dissatisfied with social and political life. They are discouraged and frustrated that more isn't being done for the issues and groups about which they care. As the saying goes, "The world is run by those who show up." Part of being a community member –whether your community is your college, your workplace, your neighborhood, your town, or even the world- is getting involved. There are always lots of opportunities in our social and civic lives to get involved and to make positive changes in our lives and the lives of others – and not just by voting. Your task for this assignment is to present an actuative speech directed to your fellow classmates asking them to somehow take part in or support a cause or organization that you care about, belong to, or are interested in. An actuative speech is a particular type of persuasive speech that asks an audience not just to think or feel a certain way, but to do something – to *act*. Depending on your speech topic, your preferences, and what you learn through audience analysis, the action you can ask for could be things like: sign a petition, donate money or time, volunteer, join an organization, or other as appropriate. **You must be specific**. (This can be a great speech option for anyone interested in nonprofit work.)

✓ Tuning into current events can help you in college and in the workforce (for example, keeping up on business news and trends can help you in job interviews). For this speech option, you will research a current policy issue in the news (such as the anti-piracy legislation that could affect free and open information on the Web). With your fellow classmates as your audience, you will research, organize and present an argument about the issue – asking the audience to change their beliefs or to change/take action on the issue. Your argument should consider audience concerns/objections and acknowledge and address alternative perspectives. (This might be a good choice if you are politically-minded or are interested in news media.)

✓ Select a policy or practice at SUNY Potsdam, in the local community, or in your hometown that you would like to see changed. (It might be something like how class registration is handled, food options for on-campus dining, traffic patterns or congestion, a ban on the prom at your old school, or budget cuts at a local library.) Find out why things are currently happening the way they are and offer a proposal of change or compromise, directed to the appropriate people or authorities.

✓ Research a product (wacky, obscure, significant, or heavily developed products will likely be excellent options for fun and depth in research). It can be a product currently on the market, and invention not yet available for mass market sale, or a product that was sold at one point in history but is no longer available. You will then present a sales pitch to your classmates for this product. Your pitch can be focused either on getting people to purchase the product or to invest in it. Aspects of the product to consider in developing your main points include, but are not limited to, the development of the product, the varied uses of the product, the market/potential market of the product, its functions, its benefits, its possibilities… Your **outside research** may consider audience needs, consumer trends, comparable products, etc. Websites that you are strongly encouraged to reference in selecting a product include www.wackyinventions.com and www.totallyabsurd.com/absurd.htm. You may also choose to invent your own product, but must **remember the required research component** of the speech. (This would be a great option for anyone interested in advertising, marketing, or public relations.)

<div align="center">

INFORMATIVE DRAFT OUTLINE   Name_____

Use just short phrases or single sentences to fill in the basic outline for your speech. You will add more details as you develop the speech.

</div>

Topic (broad): _____   General Purpose: **To inform**

Specific Purpose: **To inform my audience** _____.

Central Idea: _____

_____.

Audience: _____

Age range: _____ Educational level: _____ Occupation: _____ Location: _____

Hobbies/Interests: _____, _____, _____, _____

Values: _____, _____,

Goals: _____, _____

Introduction ⎰ Attention Getter:

Purpose:

Credibility:

Preview:

Main Point #1:

Subpoint/Supporting Material:

    Source(s):

Subpoint/Supporting Material:

    Source(s):

Subpoint/Supporting Material:

    Source(s):

Transition:

Main Point #2:

Subpoint/Supporting Material:

    Source(s):

Subpoint/Supporting Material:

    Source(s):

Subpoint/Supporting Material:

    Source(s):

Transition:

<u>Main Point #3:</u>

Subpoint/Supporting Material:

    Source(s):

Subpoint/Supporting Material:

    Source(s):

Subpoint/Supporting Material:

    Source(s):

Transition:

<u>Main Point #4:</u>

Subpoint/Supporting Material:

    Source:

Subpoint/Supporting Material:

    Source:

Subpoint/Supporting Material:

    Source:

Conclusion
- Ending alert:
- Recap of main points and key content:
- Reminder of goal/outcome:
- Emotional clincher:

INFORMATIVE SPEECH GRADING RUBRIC CRITERIA

	Element	%				
Intro	Attention Getter	2	Draws audience in with intrigue and/or relevance	Establishes a clear start to the speech, but doesn't necessarily draw the audience in.	Vague, commonplace, or confusing	There is no clear attention getter.
	Screening	10	Specific purpose of the speech is clear, letting the audience know what the outcome of the speech is supposed to be (what they will learn/understand & why.) Outlines all main points, making basic content & organization clear.	The specific purpose of the speech is stated, but without explicit connection to audience outcome. Preview of main points is given, but is disorganized or unclear.	The topic is clearly established, but not the specific purpose. A vague or general indication of speech content is made.	It is unclear exactly what the speech is going to be about
	Credibility	5	Introduces self to audience, explains personal interest &/or knowledge in the topic and establishes good will or common ground with the audience.	Introduces self to audience, explains personal interest &/or knowledge in the topic or establishes good will or common ground with audience.	Introduces self but does not establish any credibility	No personal information is provided.
Body - Content	Research	15	At least 3 quality sources are used and each is indicated verbally throughout the speech, whenever information from each source is mentioned	At least 2 quality sources are used and each is indicated verbally throughout the speech, whenever information from each source is mentioned	Research was used but there is no way to tell how many sources were used or what they were when listening to the speech	It is not obvious in the speech that outside sources were referenced
	Supporting Material	15	Each main point is explained or detailed with supporting material and a variety of supporting material (ex. Statistics, testimony, examples) is used.	Each main point is explained or detailed with supporting material	Some supporting material is present	There is little to no use of supporting material
	Audience Focus	15	Speech purpose & main points are all explicitly connected to audience – whether through values, interests, or benefits. Speaker talks to the audience, not at or about them. Speech fills expected time requirement.	Speech purpose & main points all relate to audience, but connections aren't always explicit. Speaker talks to the audience, not at or about them. Speech fills, or nearly fills, expected time requirement.	There is at least one attempt to connect with the audience. Or, the speech falls more than ¼ short of the time requirement or exceeds it by more than ¼.	There is no effort to connect with the audience. Or, the speech falls more than ½ short of the time requirement or exceeds it by more than ½.
	Language	8	Uses oral style (short sentences, simple words), embellished with vivid sensory descriptions &/or rhetorical devices (such as alliteration, repetition, metaphors, similes, questions). Language is	Uses oral style & is appropriate for the audience, occasion, &setting; some grammatical problems	The speaker uses oral style but is not always appropriate; grammar & sentence structure have numerous inaccuracies	Language is too complex, inaccurate, &/or inappropriate.

			appropriate for the audience, occasion, & setting; grammar is good			
Body – structure	Org.	10	Has 2-4 main points, a clearly applied organizational pattern/strategy, & effectively uses transition statements or phrases	Has 2-4 main points and a clearly applied organizational pattern/strategy, but lacks transition statements.	The speech has 2-4 main points, but is not clearly organized	Main points are not distinguishable
Delivery	Verbal	4	Easily heard, has slow & fluent rate, exhibits enthusiasm & variety to make it interesting/engaging. Delivered extemporaneously.	Exhibits many good qualities but is lacking (_volume, _rate, _variety), inconsistent, or marred by frequent use of filler words. Delivered extemporaneously.	Exhibits one strength (_volume, _rate, _variety), or is overshadowed by excessive use of filler words. And/or, is read from a manuscript.	Shows no evidence of rehearsal or effort
	Nonverbal	3	Makes eye contact, uses gestures appropriately & effectively, appears enthusiastic & confident, does not fidget, has appropriate demeanor & maybe moves around.	Makes eye contact and appears enthusiastic, but gestures and movement is unnatural or absent; there may be some fidgeting.	Minimal eye contact is established, fidgeting causes a distraction, or demeanor is inappropriate	There is no eye contact or gestures; posture may be poor
Concl.	Closing	3	Clearly signals end of the speech, finishes in a timely manner, & sets an appropriate parting tone	Clearly signals end of the speech & finishes in a timely manner, but does little or nothing to set a parting tone	Indication of the end is vague, or is presented too early or too late in the speech	There is no conclusion; the speech simply stops
	Summary	7	Clear restatement of specific purpose, reinforcing what the audience should now know, think, or do, coupled with a brief review of the main points and key information from the speech	Clear restatement of specific purpose, reinforcing what the audience should now know, think, or do, and there is a partial or indirect review of some ideas from the speech	There is either a restatement of the purpose or a review of the main points, or the conclusions is complicated with the presentation of new information	There are no summary statements in the conclusion.
Other	Aids	3	Aids enhanced the meaning or clarity of the speech, but were not necessary for a successful presentation; they were handled well & were used effectively	Aids enhanced the meaning or clarity of the speech and were handled well & used effectively, but speech would have been lacking or incomplete without them	Aids were handled well but did little to enhance the speech	Aids were sloppy, ineffectual, or handled awkwardly

Special Occasion Speech Rubric

Intro	Attention Getter	5	Draws audience in with intrigue and/or relevance; sets a tone	Establishes a clear start to the speech, but doesn't necessarily draw the audience in.	Vague, commonplace, or confusing	There is no clear attention getter.
	Credibility	5	Introduces self to audience, explains personal interest &/or knowledge in the subject and establishes good will or common ground with the audience.	Introduces self to audience, explains personal interest &/or knowledge in the topic or establishes good will or common ground with audience.	Introduces self but does not establish any credibility	No personal information is provided.
Body - Content	Supporting Material	15	Each main point is detailed with supporting material & doesn't just provide a list of facts about the event or person. Subject is discussed with depth.	There is some supporting material incorporated, offering minimal depth.	The speech basically provides a list of facts, such as a timeline.	There is little to no use of supporting material
	Audience Focus	20	Speech speaks to audience's emotional needs and reaches out to incorporate the audience as much as possible.	Speech speaks to audience's emotional needs and incorporates the audience in some way.	Speech is appropriate for audience's emotional needs	There is no effort to connect with the audience.
	Language	20	Uses oral style and has rhetorical flourish appropriate for special occasion speaking. Language is aesthetic & memorable	Uses oral style & is appropriate for the audience, occasion, &setting;	Language is nondescript; does not reflect the occasion.	Language is too complex, inaccurate, &/or inappropriate.
	Org.	15	Has 2-4 clear & well-developed main points, a clearly applied organizational pattern/strategy, & effectively uses transition statements or phrases	Has 2-4 main points and a clearly applied organizational pattern/strategy, but lacks transition statements.	The speech has 2-4 main points, but is not clearly organized	Main points are not distinguishable; speech sounds more like a chronology or "laundry list"
Body – structure	Verbal	5	Easily heard, has slow & fluent rate, exhibits enthusiasm & variety to make it interesting. Delivered extemporaneously.	Exhibits many good qualities but is lacking (_volume, _rate, _variety), inconsistent, or marred by frequent use of filler words..	Exhibits one strength (_volume, _rate, _variety), or is overshadowed by excessive use of filler words.	Shows no evidence of rehearsal or effort
Delivery	Nonverbal	5	Makes eye contact, uses gestures appropriately & effectively, appears enthusiastic & confident, does not fidget, has appropriate demeanor & maybe moves around.	Makes eye contact and appears enthusiastic, but gestures and movement is unnatural or absent; there may be some fidgeting.	Minimal eye contact is established, fidgeting causes a distraction, or demeanor is inappropriate	There is no eye contact or gestures; posture may be poor
Concl.	Closing	10	Clearly signals end of the speech,	Clearly signals end of the speech &	Indication of the end is vague, or is	There is no conclusion; the

			finishes in a timely manner, & sets an appropriate parting tone	finishes in a timely manner, but does little or nothing to set a parting tone	presented too early or too late in the speech	speech simply stops

PERSUASIVE DRAFT OUTLINE   Name_____

Use just short phrases or single sentences to fill in the basic outline for your speech. You will add more details as you develop the speech.

Topic (broad): _____   General Purpose: **To persuade**

Specific Purpose: **To convince my audience to**_____.

Central Idea: _____

_____.

Audience: _____

Age range: _____ Educational level: _____ Occupation: _____ Location: _____

Hobbies/Interests: _____, _____, _____, _____

Values: _____, _____,

Goals: _____, _____

Introduction {
Attention Getter:

Purpose:

Credibility:

Preview:
}

Argument #1:

Subpoint/Evidence:

    Source(s):

Subpoint/Evidence:

    Source(s):

Subpoint/Evidence:

    Source(s):

Transition:

Argument #2:

Subpoint/Evidence:

    Source(s):

Subpoint/Evidence:

    Source(s):

Subpoint/Evidence:

> Source(s):

Transition:

Argument #3:

Subpoint/Evidence:

> Source(s):

Subpoint/Evidence:

> Source(s):

Subpoint/Evidence:

> Source(s):

Transition:

Argument #4:

Subpoint/Evidence:

> Source:

Subpoint/Evidence:

> Source:

Subpoint/Evidence:

> Source:

Conclusion

- Ending alert:
- Recap of main points and key content:
- Reminder of goal/outcome or call to action:
- Emotional clincher:

PERSUASIVE SPEECH GRADING RUBRIC CRITERIA

	Element	%				
Intro	Attention Getter	2	Draws audience in with intrigue and/or relevance	Establishes a clear start to the speech, but doesn't necessarily draw the audience in.	Vague, commonplace, or confusing	There is no clear attention getter.
	Screening	10	Specific purpose of the speech is clear, letting audience know what the outcome of the speech is supposed to be (what they should think/do & why). Clearly outlines all main points, making basic content & organization clear.	The specific purpose of the speech is stated, but without explicit connection to audience outcome. Preview of main points is given, but is disorganized or unclear.	The topic is clearly established, but not the specific purpose. A vague or general indication of speech content is made.	It is unclear exactly what the speech is going to be about
	Credibility	5	Introduces self to audience, explains personal interest &/or knowledge in the topic and establishes good will or common ground with the audience.	Introduces self to audience, explains personal interest &/or knowledge in the topic or establishes good will or common ground with audience.	Introduces self but does not establish any credibility	No personal information is provided.
Body - Content	Research	15	At least 3 quality sources are used and each is indicated verbally throughout the speech, whenever information from each source is mentioned	At least 2 quality sources are used and each is indicated verbally throughout the speech, whenever information from each source is mentioned	Research was used but there is no way to tell how many sources were used or what they were when listening to the speech	It is not obvious in the speech that outside sources were referenced
	Supporting Material	10	Each main point is explained or detailed with supporting material and a variety of supporting material (ex. Statistics, testimony, examples) is used.	Each main point is explained or detailed with supporting material	Some supporting material is present	There is little to no use of supporting material
	Audience Focus	15	Speech purpose & main points are all explicitly connected to the audience – whether through values, interests, or benefits. Speaker talks to the audience, not at or about them. Speech fills expected time requirement.	Speech purpose & the main points all relate to the audience, but connections aren't always explicit. Speaker talks to the audience, not at or about them. Speech fills, or nearly fills, expected time requirement.	There is at least one attempt to connect with the audience. Or, the speech falls more than ¼ short of the time requirement or exceeds it by more than ¼.	There is no effort to connect with the audience. Or, the speech falls more than ½ short of the time requirement or exceeds it by more than ½.
	Arguments	8	Persuasive appeals use a combination of sound logic, building on the supporting material used, and appropriate emotional pleas, to make a clear case for or against	Persuasive appeals use sound logic, building on the supporting material used, but no emotional pleas, to make a clear case for or against something.	Persuasive appeals use muddled or faulty logic; arguments are not clear.	The speech sounds more informative than persuasive. There is information, but no clear or consistent argumentation

			something.			
	Language	8	Uses oral style (short sentences, simple words), embellished with vivid sensory descriptions &/or rhetorical devices (such as alliteration, repetition, metaphors, similes, questions). Language is appropriate for the audience, occasion, & setting; grammar is good	Uses oral style & is appropriate for the audience, occasion, &setting; some grammatical problems	The speaker uses oral style but is not always appropriate; grammar & sentence structure have numerous inaccuracies	Language is too complex, inaccurate, &/or inappropriate.
Body – structure	Org.	10	Has 2-4 main points, a clearly applied organizational pattern/strategy, & effectively uses transition statements or phrases	Has 2-4 main points and a clearly applied organizational pattern/strategy, but lacks transition statements.	The speech has 2-4 main points, but is not clearly organized	Main points are not distinguishable
Delivery	Verbal	4	Easily heard, has slow & fluent rate, exhibits enthusiasm & variety to make it interesting/engaging. Delivered extemporaneously.	Exhibits many good qualities but is lacking (_volume, _rate, _variety), inconsistent, or marred by frequent use of filler words. Delivered extemporaneously.	Exhibits one strength (_volume, _rate, _variety), or is overshadowed by excessive use of filler words. And/or, is read from a manuscript.	Shows no evidence of rehearsal or effort
	Nonverbal	3	Makes eye contact, uses gestures appropriately & effectively, appears enthusiastic & confident, does not fidget, has an appropriate demeanor &maybe moves around.	Makes eye contact and appears enthusiastic & confident, but gestures & movement is unnatural or absent; may be some fidgeting.	Minimal eye contact is established, fidgeting causes a distraction, or demeanor is inappropriate	There is no eye contact or gestures; posture may be poor
Concl.	Closing	3	Clearly signals the end of the speech, finishes in a timely manner, and sets an appropriate parting tone	Clearly signals the end of the speech and finishes in a timely manner, but does little or nothing to set a parting tone	Indication of the end is vague, or is presented too early or too late in the speech	There is no conclusion; the speech simply stops
	Summary	7	Clear call to action, reinforcing what the audience should now think or do, coupled with a brief review of main points and key info from the speech	Clear call to action, reinforcing what the audience should now think or do; a partial or indirect review of some ideas from the speech	There is either a restatement of the purpose or a review of the main points, or the conclusions is complicated with the presentation of new information	There are no summary statements in the conclusion.