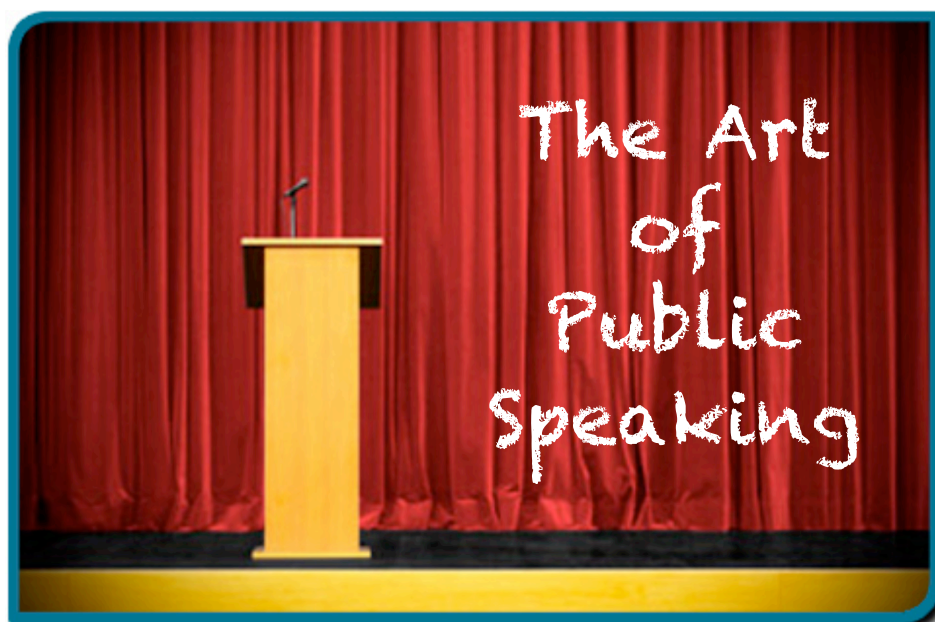


# Ms. Reeder's 9th Grade Speech Unit



**NAME** \_\_\_\_\_

**CLASS** \_\_\_\_\_

# **DEADLINES FOR THE SPEECH UNIT**

- \_\_\_\_\_ 1. Informative Speech Lecture & Topic Selection/Visual Usage
- \_\_\_\_\_ 2. Intro to Notecards/Inf. Speech Topic Approval & Thesis Development
- \_\_\_\_\_ 3. Evaluating Sources Lesson/Informative Speech Research
- \_\_\_\_\_ 4. 2 Sources Minimum due
- \_\_\_\_\_ 5. 5 Notecards Minimum due \_\_\_\_\_ 10 Notecards Minimum due
- \_\_\_\_\_ 6. Informative Speech Outline Lecture/**Speech Vocabulary Quiz #1**
- \_\_\_\_\_ 7. Informative Speech Outline Development \_\_\_\_\_ Outline due
- \_\_\_\_\_ 8. Informative Speech Presentations
- \_\_\_\_\_ 9. Persuasive Speech Lecture/Persuasive Appeals/Topic Approval
- \_\_\_\_\_ 10. Persuasive Speech Library Research & Thesis Development
- \_\_\_\_\_ 11. 2 Sources Minimum due
- \_\_\_\_\_ 12. 5 Notecards Minimum due \_\_\_\_\_ 10 Notecards Minimum due  
\_\_\_\_\_ 15 Notecards Minimum due
- \_\_\_\_\_ 13. Persuasive Speech Outline Development/**Speech Vocabulary Quiz #2**
- \_\_\_\_\_ 14. Persuasive Speech Paper (Prompt #5) Rough Drafting \_\_\_\_\_ Outline due
- \_\_\_\_\_ 15. Persuasive Speech Presentations
- \_\_\_\_\_ 16. Persuasive Speech Paper (Writing Prompt #5) Rough Drafts due
- \_\_\_\_\_ 17. Demonstration Speech Lecture & Topic Approval
- \_\_\_\_\_ 18. Demonstration Speech Outline Development/**Speech Vocabulary Quiz #3**
- \_\_\_\_\_ 19. Writing Prompt #5 Editing \_\_\_\_\_ Outline due
- \_\_\_\_\_ 20. Demonstration Speech Presentations
- \_\_\_\_\_ 21. Persuasive Speech Papers (Writing Prompt #5) Final Copy due!
- \_\_\_\_\_ 22. Impromptu Speeches
- \_\_\_\_\_ 23. Speech Unit Test

# **SPEECH UNIT VOCABULARY & KEY TERMS**

1. **Attention-Getter** – AKA “hook” or “intro technique” – also used in your writing, an attention-getter is how you make your audience want to listen to your speech and is the first thing that you say. Techniques include:
  - Quotation
  - Rhetorical Question
  - Imagine
  - Plot Summary
  - Fact/Statistic
  - Anecdote
  - Use of movie/video clip
2. **Audience** – the people that you are delivering a speech to. It is important to consider your audience when planning the content of your speech to avoid offending anyone
3. **Character Appeals** – AKA “ethos” – trust or credibility of the speaker used to gain the trust of the audience in a persuasive speech. Typically tied to a demonstration of research.
4. **Delivery** – The art of giving a speech, including the pitch, rate (speed), and volume of your vocal delivery, your eye contact with the audience, and your gestures or movements while giving a speech.
5. **Emotional Appeals** – AKA “pathos” – hits the heart of your audience by playing on their emotions in a persuasive speech
6. **Eye contact** - Making eye contact with the audience is crucial in a speech. If you can’t do this, look at the top of their heads and it will appear as if you’re making eye contact! You may NOT read off your cards, look at the podium, etc. when giving your speech!
7. **Final Impression** – AKA “clincher” - the last thing you say in the speech, this is giving your audience something to think about and creates a sense of closure in your speech
8. **Gestures** – The movements of your hands and body during the speech. Avoid slouching, fidgeting, leaning on the podium, or excessive use of your hands
9. **Logical appeals** – AKA “logos” – statistics or facts used in a persuasive speech to convince your audience to feel a certain way
10. **MLA Format** – prescribed format for documenting sources in a research paper that includes parenthetical citations and a Works Cited page to avoid plagiarism.
11. **Pitch** – The inflections of your voice; do not speak in a monotone, but instead speak in a conversational tone with the normal inflections of your voice
12. **Plagiarism** – Copying another person’s work and not giving credit where credit is due. This results in a failing grade
13. **Parenthetical citations** – refers to the credit given when finding information to support you and using it in your paper. You state your information by quoting, paraphrasing, or summarizing and then place the author’s last name and page number in parentheses within the sentence. This will ensure that you’re not plagiarizing and refers to a longer publication entry on the Works Cited page
14. **Outline** – Prewriting for a speech, this provides the bare bones sketch of everything you want to say in your speech in outline format.
15. **Rate** – Speed of your voice when giving a speech. Slow & steady wins the race ☺

16. **Restated thesis** – the first sentence of your conclusion in a speech, it should restate the thesis and your 3 subtopics in a new way
17. **Source Card** – An index card that is numbered (number is circled) in the upper right hand corner and records the publication information for your source in proper MLA format to be used on your Works Cited
18. **Speaking Notes Card** – An index card where your notes for your speech can be recorded, with a maximum of 50 words.
19. **Thesis** – the last sentence of your introduction, it should introduce the 3 subtopics of your speech. This is the single most important sentence in your speech!
20. **Types of Speeches:**
  - **Informative Speech** – designed to inform your audience about a topic
  - **Persuasive Speech** – designed to convince your audience to feel or do something that you want them to do
  - **Impromptu Speech** - AKA “extemporaneous speech” – designed with limited/no preparation and it still makes sense
  - **Demonstration Speech** – AKA “How-to speech” – designed to teach your audience to do or make something
21. **Visual** – picture, video, poster, PowerPoint etc. that enhances your speech and provides the audience with something to view
22. **Volume** – The loudness or softness of your voice; you need to speak loudly enough for everyone to hear you but make sure you’re not screaming at your audience!
23. **Works Cited** – the last page of a MLA paper that lists the sources in alphabetical order according to proper MLA format and gives all publication information for sources

\*\*\*\*You will have 3 quizzes on the previous vocabulary terms →  
Please see dates on your Speech Deadline sheet!\*\*\*\*

**Vocabulary Quiz #1 – Terms 1-8**

**Vocabulary Quiz #2 – Terms 9-17**

**Vocabulary #3 – Terms 18-23**

**Speech Unit Test – all terms**

## **INTRO TO SPEECH**

### *Notes*

**Directions:** Take notes from the PowerPoint introducing speech. Study this information, as it is FAIR GAME for any quiz/test!!! ☺

1. What are the four types of speeches you will be doing in Ms. Reeder's class this year and what is the purpose of each?
  - a.
  - b.
  - c.
  - d.

2. In the chart below, list at least 3 do's and 3 don'ts for public speaking, as seen in the video.

<b>DO'S</b>	<b>DON'TS</b>

### 3. *Parts of a Speech*

a. A speech is like a \_\_\_\_\_-paragraph essay!

First paragraph = \_\_\_\_\_ (        % of your speech)

2-4 paragraphs = \_\_\_\_\_ (        % of your speech)

Fifth paragraph = \_\_\_\_\_ (        % of your speech)

b. Two requirements of your introduction to a speech?

1.

2.

c. Two requirements for your conclusion to a speech?

1.

2.

### 4. *Body Language & Appearance*

1. What percent of a first impression is made based on how you look?

2. APPEARANCE =

<b>DO'S</b>	<b>DON'TS</b>

## 3. POSTURE =

<b>DO'S</b>	<b>DON'TS</b>

## 4. MOVEMENT/GESTURES =

<b>DO'S</b>	<b>DON'TS</b>

## 5. FACIAL EXPRESSIONS =

<b>DO'S</b>	<b>DON'TS</b>

## 6. EYE CONTACT =

<b>DO'S</b>	<b>DON'TS</b>

5. *Delivery*

1. Your goal as a speaker is to be \_\_\_\_\_. What does this mean?

7. RATE =

<b>DO'S</b>	<b>DON'TS</b>

8. PITCH =

<b>DO'S</b>	<b>DON'TS</b>

9. VOLUME =

<b>DO'S</b>	<b>DON'TS</b>

10. ARTICULATION/ENUNCIATION =

<b>DO'S</b>	<b>DON'TS</b>

## 6. *Preparation*

1. What is the KEY to SUCCESS in public speaking?

2. What does practice provide to the speaker?
  - a.
  - b.
  - c.

## 7. *Speaking Card*

1. What is a speaking card?
2. How many cards are you allowed to have for your speech?
3. What do you write these notes on?
4. How many words **MAXIMUM** can be on your card for the informative speech?
5. How many words **MAXIMUM** can be on your card for the persuasive speech?

## 8. *Time Requirement*

1. What is the time span for the informative speech?
2. What is the time span for the persuasive speech?
3. What is the time span for the demonstration speech?
4. What is the time span for the impromptu speech?
5. Three cards will be held up during your speech - what do they mean?
  - a. Green =
  - b. Yellow =
  - c. Red =

## 8. *Why Public Speaking?*

1. What are some everyday speaking opportunities that you have?



2. What skills do you learn from public speaking that you can use in everyday life?

a.

b.

c.

d.

### 9. *Using Visuals*

<b>DO'S</b>	<b>DON'TS</b>

### 10. *Persuasion*

1. Why is persuasive speaking more difficult than informative speaking?

2. In topic selection for a persuasive speech, what two things must you consider?

a.

b.

3. What are the 3 persuasive appeals used in a speech?

a.

b.

c.

4. What type appeals to your MIND?

5. How do you establish logical appeals in your speech?

6. What type appeals to your FEELINGS?

7. How do you establish emotional appeals in your speech?

8. What type appeals to your CREDIBILITY?

9. How do you establish credibility in your speech?

10. What word should always appear in your persuasive thesis?

11. In a persuasive thesis, your three subtopics are \_\_\_\_\_ why.

12. Example:

a. Topic =

b. Stance =

c. 3 Subtopics/Reasons =

i.

ii.

iii.

d. Example thesis =

# INFORMATIVE SPEECH ASSIGNMENT



For this speech, you will need to choose a topic that is informative in nature. For example, your speech may be about an event (historical or current), a sport (NOT how to play, but the history of it or a particular team or a player), a career, a belief or concept, a holiday, a scientific discovery, a disease, etc.

Once you choose a topic, (it must be one that can be researched) be sure to organize an outline according to the format discussed in class. Tell us who, what, where, when, why, and how. Do not convince us that your topic is good or bad or that we should take action. This is NOT a persuasive speech. You are merely informing us about a topic that you find interesting and believe your audience will find interesting as well. Make sure to include evidence from your sources in your speech. Give credit to the author of the ideas you are presenting. We will discuss the required format in class.

Be sure to REHEARSE your speech several times with your note card. DO NOT rely on your card during your speech. Be sure to look up at the audience, use gestures, use emphasis, have enthusiasm, and vocal variety.

## Requirements:

- 3-5 minutes in length (don't go under or over!)
- 10 notecards minimum to demonstrate research - submitted on Noodle Tools
- Typed Outline in proper format - submitted on Noodle Tools
- Works Cited (2 sources minimum) - submitted on Noodle Tools
- **ONE Speaking Card ONLY with no more than 50 words**
- Visual Aid (minimum 1)

## Evaluation:

Your speech will be graded on a **100 point** scale based on content, delivery, research usage, and visual aid usage. The 2 sources approved by Ms. Reeder will be worth **10 points**, the 10 notecards (submitted on Noodle Tools) will be worth **20 points**, the outline (submitted on Noodle Tools) will be worth **25 points**, the Works Cited (submitted on Noodle Tools) worth **10 points**, and the Speaking note cards worth **5 points** for a total of **170 points**.

**English 9**  
**Ms. Reeder**

**Name:** \_\_\_\_\_  
**Time:** \_\_\_\_\_

## **Informative Speech Rubric**

### **INTRODUCTION**—15 Points possible

- |  |             |
|--|-------------|
| • Good use of an Attention Getter (intro technique)?   | 0 1 2 3 4 5 |
| • Shows good credibility and relates topic to audience | 0 1 2 3 4 5 |
| • Did they preview main points (thesis)?               | 0 1 2 3 4 5 |
| • Comments—  |             |

### **BODY**—15 points possible

- |   |             |
|---|-------------|
| • Points supported with both facts and personal experiences | 0 1 2 3 4 5 |
| • Organized by main points/subtopics                        | 0 1 2 3 4 5 |
| • Demonstrates research                                     | 0 1 2 3 4 5 |
| • Comments—   |             |

### **CONCLUSION**—10 points possible

- |  |             |
|--|-------------|
| • Reviews main point(restate thesis)?                          | 0 1 2 3 4 5 |
| • Provides a memorable, creative conclusion (final impression) | 0 1 2 3 4 5 |
| • Comments—  |             |

### **DELIVERY**— 40 points possible

- |   |        |
|---|--------|
| • Eye Contact   | 0 5 10 |
| • Gestures/Movements  | 0 5 10 |
| • Vocal Expression (rate, pitch, and volume)                      | 0 5 10 |
| • Handling and appropriateness of note cards/outline/visual aides | 0 5 10 |
| • Comments—   |        |

### **CONTENT**—10 points possible

- |                     |                        |
|---------------------|------------------------|
| • Coverage of topic | 0 1 2 3 4 5 6 7 8 9 10 |
| • Comments—         |                        |

### **TIME LIMIT**—10 points possible

- |   |                        |
|---|------------------------|
| • Speech is at least 3 minutes long and does not exceed 5 minutes in length | 0 1 2 3 4 5 6 7 8 9 10 |
| • Comments—   |                        |

**YOUR SCORE: \_\_\_\_\_/100**

# PERSUASIVE SPEECH ASSIGNMENT



For this assignment, you need to give a persuasive speech. A persuasive speech is given to encourage audience members to believe something that you want to prove is true, to change a belief that they currently have, or to take action on a policy or behavior. You want them to believe you and take your side. You must convince them using **CONCRETE EVIDENCE** from sources to back up your own opinions. Your opinions are not enough, because you may not be an expert.

Try to appeal to your audience's sense of character, logic, & emotions to form an effective argument. Prove that you are sincere and credible. Use these persuasive techniques to really get to your audience.

## Requirements:

- 4-7 minutes in length (don't go over or under!)
- 15 notecards minimum to demonstrate research - submitted on Noodle Tools
- Typed Outline - submitted on Noodle Tools
- Works Cited (minimum of 2 sources) - submitted on Noodle Tools
- **ONE** Speaking Card with **no more than 75 words**
- Visual Aid (minimum 1)

## Evaluation:

Your speech will be graded on a **100 point** scale based on content, delivery, research usage, and visual aid usage. You will also complete Writing Prompt #5 demonstrating proper MLA format and use of parenthetical citations. The writing assignment will be worth **100 points**. The 2 sources will be worth **10 points**, the 15 notecards (submitted on Noodle Tools) will be worth **30 points**, the outline (submitted on Noodle Tools) will be worth **25 points**, the Works Cited (submitted on Noodle Tools) worth **10 points**, and the Speaking Card worth **5 points** for a total of **280 points**.

**English 9**  
**Ms. Reeder**

**Name:** \_\_\_\_\_  
**Time:** \_\_\_\_\_

## **Persuasive Speech Rubric**

### **INTRODUCTION**—15 Points possible

- |  |             |
|--|-------------|
| • Good use of an Attention-Getter (intro technique)?       | 0 1 2 3 4 5 |
| • Shows good credibility and relates topic to the audience | 0 1 2 3 4 5 |
| • Did they preview main points (thesis)?                   | 0 1 2 3 4 5 |
| • Comments—  |             |

### **BODY**—20 points possible

- |   |             |
|---|-------------|
| • Points supported with both facts and personal experiences | 0 1 2 3 4 5 |
| • Organized by subtopics                                    | 0 1 2 3 4 5 |
| • Demonstrates research                                     | 0 1 2 3 4 5 |
| • Use of appeals (emotional, logical, ethical)              | 0 1 2 3 4 5 |
| • Comments—   |             |

### **CONCLUSION**—10 points possible

- |   |             |
|---|-------------|
| • Reviews main points/restate thesis                                    | 0 1 2 3 4 5 |
| • Provides a memorable, creative conclusion (final impression/clincher) | 0 1 2 3 4 5 |
| • Comments—   |             |

### **DELIVERY**— 40 points possible

- |   |        |
|---|--------|
| • Eye Contact   | 0 5 10 |
| • Gestures/Movements  | 0 5 10 |
| • Vocal Expression (rate, pitch, and volume)                      | 0 5 10 |
| • Handling and appropriateness of note cards/outline/visual aides | 0 5 10 |
| • Comments—   |        |

### **CONTENT**—5 points possible

- |                     |             |
|---------------------|-------------|
| • Coverage of topic | 0 1 2 3 4 5 |
| • Comments—         |             |

### **TIME LIMIT**—10 points possible

- |   |                        |
|---|------------------------|
| • Speech is at least 4 minutes long and does not exceed 7 minutes in length | 0 1 2 3 4 5 6 7 8 9 10 |
| • Comments—   |                        |

**YOUR SCORE: \_\_\_\_\_/100**

# DEMONSTRATION SPEECH ASSIGNMENT



For this assignment, you will present a 5 to 10 minute demonstration speech to the class with a partner. A demonstration speech is an informative speech in which a speaker presents step-by-step directions to an audience about how to do or how to make something. The speaker carefully demonstrates every step of the process. The information the speaker presents is enhanced by the speaker's use of visual aids and movements and gestures.

## How do I select a topic?

Choose a topic that interests you and is easy to fulfill the requirements on the rubric.

- *Select* a topic that you can easily provide visual aids.
- *Select* a topic that will be relevant and interesting to the majority of your classmates.
- *Avoid* obvious or trivial topics. If most people in the audience already know how to complete the process you are demonstrating, then there is no need for you to demonstrate it, unless you are demonstrating a totally new and different way to do so.
- *Avoid* any topic that is too complicated. If the process cannot be broken down into simple and distinct steps, or would take too much time to demonstrate, pick something else.
- *Avoid* any process that cannot be easily demonstrated in our classroom. Consider constraints such as lack of space or equipment.

## Rules for Food Topics

- Do not demonstrate how to make something that comes from a box. If it is not a unique, homemade recipe, then don't do it.
- Must have finished product for the entire class. (If this is too difficult, then please choose a non-food topic).
- Make sure you bring in the empty props and re-enact making the food - you will not actually be preparing this in class!

## 10 Golden Rules:

1. Choose a topic that can be reasonably be covered in 5-10 mins.
2. Use visual aids large enough for everyone in audience to see.
3. Carefully set up all materials and cover the demonstration area (if necessary to avoid a mess) before beginning the speech. (The speaker will not be able to return to his/her seat to get needed items).
4. Open all bottles and containers before beginning the speech.
5. Clearly explain and demonstrate each and every step of the process.
6. Keep talking during the entire speech. Demonstration without a verbal presentation will not be adequate.
7. Keep speaking and demonstrating no matter what happens. Do not apologize for problems. Apology only draws attention to a mistake or a problem
8. Discuss variation or offer extra hints for success instead of demonstrating without speaking. (Research and think of ideas to have in case you need something to say).
9. Show a finished product or process during the speech.

10. Answer questions after the speech, and then clean up.

**Structure of Speech:**

- Introduction
  - Attention-Getter:
    - An interesting fact/statement/statistic
    - A famous quote
    - An interesting/humorous story
    - Vivid description
  - Tie to the Audience
    - Make the topic of the speech clear and meaningful to the audience
  - Statement of topic & credibility
    - Clearly state the process you will demonstrate
    - Explain why you are a credible source
  - Thesis statement
    - Must have a thesis with 3 main points
- Body
  - Have at least 3 distinct points/steps
  - Identify & describe materials needed to complete process
  - Include explanation for each step involved
  - Think of alternatives to the steps mentioned
  - What is some relevant background info/history on the topic?
- Conclusion
  - Summary of Main Points - restate thesis
  - Round-Off/Clincher - end by returning to your attention-getter

**Requirements:**

- Your speech should last between 5-10 minutes. Points will be deducted for time over and under.
- On the day you deliver your speech, you are required to have the following:
  - A neatly written or typed outline that includes all parts
  - A note card from which you will speak, that contains no more than 50 words per person.
  - Visual aid(s) of some sort that will be used for your demonstration.



**English 9**  
**Ms. Reeder**

**Names:** \_\_\_\_\_  
**Time:** \_\_\_\_\_

## **Demonstration Speech Rubric**

### **INTRODUCTION**—15 Points possible

- |  |             |
|--|-------------|
| • Good use of an Attention Getter (intro technique)?       | 0 1 2 3 4 5 |
| • Shows good credibility and relates topic to the audience | 0 1 2 3 4 5 |
| • Did they preview main points (thesis)?                   | 0 1 2 3 4 5 |
| • Comments—  |             |

### **BODY**—15 points possible

- |   |             |
|---|-------------|
| • Points supported with both facts and personal experiences | 0 1 2 3 4 5 |
| • Organizational pattern easy to follow                     | 0 1 2 3 4 5 |
| • Did they walk us from step-to-step in a smooth manner?    | 0 1 2 3 4 5 |
| • Comments—   |             |

### **CONCLUSION**—10 points possible

- |   |             |
|---|-------------|
| • Reviews main points   | 0 1 2 3 4 5 |
| • Provides a memorable, creative conclusion (final impression/clincher) | 0 1 2 3 4 5 |
| • Comments—   |             |

### **DELIVERY**— 40 points possible

- |   |        |
|---|--------|
| • Eye Contact   | 0 5 10 |
| • Gestures/Movements  | 0 5 10 |
| • Vocal Expression (rate, pitch, and volume)                      | 0 5 10 |
| • Handling and appropriateness of note cards/outline/visual aides | 0 5 10 |
| • Comments—   |        |

### **COLLABORATIVE CLASSWORK**—10 points possible

- |   |                        |
|---|------------------------|
| • Group worked well together and used class time effectively and efficiently. Communication was used to organize the speech and it shows in the presentation. | 0 1 2 3 4 5 6 7 8 9 10 |
| • Comments—   |                        |

### **TIME LIMIT**—10 points possible

- |  |                        |
|--|------------------------|
| • Speech is at least 5 minutes long and does not exceed 10 minutes in length | 0 1 2 3 4 5 6 7 8 9 10 |
| • Comments—  |                        |

**YOUR SCORE: \_\_\_\_\_/100**

# IMPROMPTU SPEECH ASSIGNMENT



For this speech, you will choose a topic out of a hat and have two minutes to prepare your speech. You may use an index card, but it is not required. You must make the two minute time limit. Remember the format for a speech: introduction (with attention-getter and thesis), body, and conclusion (with restated thesis and final impression).

## Requirements:

- Make the 2-minute time limit.
  - If you don't, you get an automatic F. You have two tries to make time. The second time is done with a new topic.
- Introduction (attention-getter, thesis)
- Body - You must have 3 subtopics
- Echo Words - You must use Echo Words/transitions between 3 main points.
- Conclusion (restated thesis & a final impression)
- Speech will be graded on the above, plus eye contact, gestures, and stance and body movement. Your body should not move unless you are moving position for each new main point.

You have only 2 minutes to prepare for this speech. Don't waste time writing too much on your index card. If you write your 3 subtopics, that will help you with your thesis, your body, and your conclusion. You probably shouldn't write an attention-getter; you should be able to just say it.

English 9  
Ms. Reeder

Name: \_\_\_\_\_  
Time: \_\_\_\_\_

## Impromptu Speech Rubric

### INTRODUCTION

<b>Attention Getter</b>	None - 0	Yes, but no connection - 1	Yes, connects to speech - 2	Connects & Creative - 3
<b>Thesis</b>	None - 0	Yes - 2		

### BODY

<b>Echo Words/Transitions</b>	None - 0	Yes - 1	Excellent - 2-3
<b>Content</b>	One main point - 1	Two main points - 2	Three main points - 3

### CONCLUSION

<b>Restated Thesis</b>	None - 0	Yes - 1	Excellent - 2
<b>Final impression</b>	None - 0	Yes - 1	Excellent - 2

### DELIVERY

<b>Eye Contact</b>	None - 0	Some - 2	Consistent - 4	Excellent - 5
<b>Stance</b>	Bad posture, wavering, poor footing - 0	Decent - 2	Poised - 3	
<b>Gestures</b>	Hand(s) in pocket, arms crossed, holding note card w/ 2 hands, etc. - 0	Decent - 2	Excellent - 3	

Total score \_\_\_\_\_ x2

**YOUR SCORE: \_\_\_\_\_/50**

# Works Cited

The Works Cited is the last page of your paper. It is your bibliography – a list of sources used in writing your speech or research paper. The only sources that appear on this page **are the ones that are actually used** within the speech or paper and these **MUST** be cited in parenthetical citations (see pages 17-18 of this packet for more information on parenthetical citations).

## Qualities of your Works Cited:

- Last page of your paper
- Double-spaced within AND between sources
- Hanging indent to set off sources
  - The first line of each source is flush with the left margin
  - The second and succeeding lines are indented with a hanging indent
- Arranged alphabetically by the author's last name
- Sources without authors arranged alphabetically by title (ignoring "A," "An," or "The" when it is the first letter of the word in the title)
- Note the date set up → day month year → 23 March 2009

## Book: Single Author

Last name, first name. Title of book. Place of Publication: Publishing Company, copyright date.

Ferris, Timothy. The Whole Shebang: A State-of-the-Universe Report. New York: Simon & Schuster, 1997.

## Book: Two or Three Authors

Last name, first name, first name last name, and first name last name. Title of book. Place of Publication: Publishing Company, copyright date.

Scott, Douglas D., Paul Willey, and Melissa A. Connor. They Died with Custer: Soldiers' Bones from the Battle of the Little Bighorn. Norman: U of Oklahoma P, 1998.

## Book: More than Three Authors

Last name, first name, et al. Title of book. Place of Publication: Publishing Company, copyright date.

Gilman, Sander, et al. Hysteria Beyond Freud. Berkeley: University of California Press, 1993.

## Book: No Author

Title of book. Place of Publication: Publishing Company, copyright date.

A Talk of the Real and Ideal. Boston: Jordan, 1991.

## Book: Editor

Last name, first name, ed. Title of book. Place of Publication: Publishing Company, copyright date.

McManus, Jason, ed. The UFO Phenomenon. Alexandria, VA: Time-Life Books, Inc., 1987.

## Magazine Article

Last name, first name. "Article title." Magazine Title Date : pages.

Chua-Eoan, Howard. "The Bard's Beard? He's Hot Again, and So is the Nagging Question: Who Really Wrote Shakespeare?" Time 15 Feb. 1999: 74-75.

## Newspaper Article

Last name, first name. "Article title." Newspaper Title Date : pages.

Priest, Dana. "Kosovo Plan Calls for 4,000 U.S. Troops." Washington Post 14 Feb. 1999: A1+.

## One Volume from a Multi-Volume Work

Last name, first name. "Article Title." Original publication date. Title of Volume. Ed. First name, last name. Vol. #. Place of Publication: Publishing company, copyright date. Page numbers.

Bradford, William. "Of Plymouth Plantation." 1650. The Annals of America. Ed. Mortimer J. Adler et. Al. Vol. 1. Chicago: Chicago Britannica, 1968. 65-86.

## Anthology

Last name, first name, ed. Title of Anthology. Place of publication: Publishing company, copyright date. Page numbers.

Anderson, Robert, ed. Tales of the Mohican Indians. Berkeley: U of California, 1989.

OR

Last name, first name of author. "Article Title." Title of Anthology. Ed. First name, last name of editor. Place of publication: Publishing company, copyright date. Page numbers.

Sandburg, Carl. "They Have Yarns." Little Treasury of American Poetry. Ed. Oscar Williams. New York: Charles Scribner's Sons, 1952. 313-317.

**Internet Site**

Last name, first name. "Article title." Website title. Type of source. Day month year of last update. Name of person/company responsible for website (if known). Day month year of access <URL of website>.

Li, Ming. "Fair Use." University of Minnesota Libraries – Copyright Initiatives. Website. 12 Jan. 2006. University of Minnesota. 2 Feb. 2006 <<http://www.lib.umn.edu/copyright/fairuse.phtml>>.

**Same Author for more than one source**

Frye, Northrup. Anatomy of Criticism: Four Essays. Princeton: Princeton UP, 1957.

---. The Double Vision: Language and Meaning in Religion. Toronto: University of Toronto Press, 1991.

**How to handle missing publication information:**

n.p. no publisher

n.d. no date of publication given

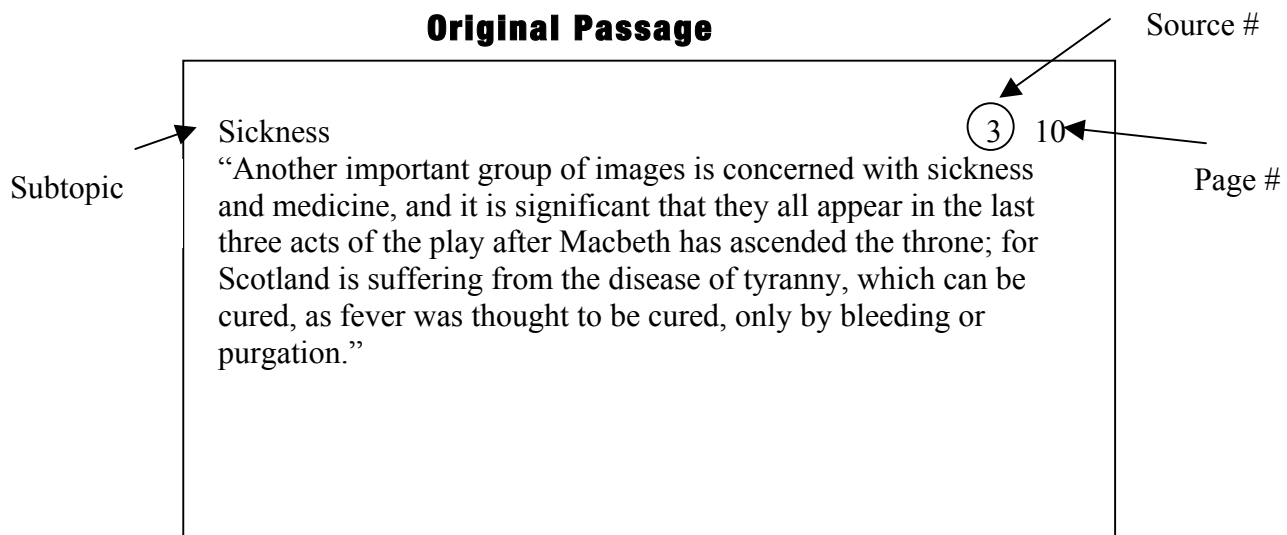
n. pag. No pagination given (notice there IS a space between the period and pag. In this abbreviation)

# Note Cards

When you find information that you might want to use in your speech, record it on note cards. These cards will help you organize your information and save time!

1. Write on one side of the card **ONLY** using blue or black ink.
2. On every note card (or set stapled together if you had to continue notes onto another card), identify the number of the source card from which the notes come. Write that number in the upper right hand corner and circle it. Beside it, write the page number from which the notes come. If you do not do this now, you will have to go back and do it later – a waste of time!!
3. Put only one idea from one source on a note card. If you put more than one idea on a card, you will have the impossible task of trying to organize your cards later – a real mess!
4. Identify the topic/idea contained on each card by identifying each card with a subtopic. A subtopic is a word or phrase that tells you at a glance what is contained on the card and is one of the 3 main focuses of your speech. You may have many cards with the same subtopic, but from different sources. That's good research. Adding the subtopic now will prevent you from having to reread every card later to determine where it belongs in your paper. **Subtopics go in the upper left hand corner of the card.**
5. Organize your cards according to the subtopics in the top right hand corner. Use a rubber band to keep them together and separate from the source cards.

**EXAMPLES:** You may quote (original passage) from your source or summarize and put it in your own words (paraphrase). Regardless of how you do it, it needs to be cited in your paper because it is information you got from a **SOURCE**, even if you put it into your own words!



# *Quoting, Paraphrasing, & Citing Sources*

**Purpose:** To tell the reader that the writer used information from other sources

**What:** Author's last name and page # information is found placed in parentheses (Author's Last Name #).

**When:** After providing information that is not in your own words but BEFORE the period ending the sentence.

**Why:** To give credit where it is due and to avoid failing due to plagiarism!!

**1. Work by one author:**

- ✓ Mrs. Rainey is "the bomb" (Nellman 170).
- ✓ Mr. Nellman emphatically asserted that Mrs. Rainey is "the bomb" (170).

**2. Work by two or three authors:**

- ✓ "These MSA kids drive us nuts!" (Rainey and Nellman 59).

**3. Work by more than three authors: Rainey, Nellman and Reed**

- ✓ Three MSA teachers declared, "No one goes to Sea World!!!" (Reed et al 205).

**4. Multi-volume work:**

Include the volume number followed by a colon and a space before the page number (Cleats 2:347).

**5. More than one work by the same author:**

For example, if writing an essay comparing literary devices used in two Steinbeck books, write (Grapes 14) or (Mice and Men 97).

OR

Avoid long citations by including the title in your text:

- ✓ In his novel Cannery Row, Steinbeck includes the oxymoron "Palace Flophouse" (11).

**6. Different authors with the same last name:**

Use full names in the text:

- ✓ Richard Enos refers to "the little engine that could" (17) while Rebecca Enos discusses "the boy who cried wolf and won" (58).

OR

- ✓ One author refers to "the little engine that could" (Enos, Richard 17) while another discusses "the boy who cried wolf and won" (Enos, Rebecca 58).

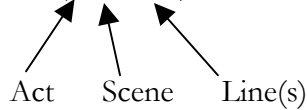
**7. Indirect source (a quote quoted in your source and you don't know where that quote came from):**

- ✓ According to Ms. Reed, Mr. Nellman's response to the fact that only three students were going to Sea World was, "Who cares! More room for my friends!" (qtd. in Rainey 677).

**8. Poetry, drama and the Bible:**

Use Arabic numbers (1,2,3) rather than Roman Numerals (I, ii, IV)

- ✓ In Hamlet, Shakespeare presents the most famous soliloquy in the history of the English theater: “To be, or not to be...” (3.1.56-89)



## 9. Internet Sources:

If an author's name is provided, cite as you would a book (author Pg)

If no author name is provided, include a word or two from the title and then page or paragraph number:

(Photography Today *pg* 2) (Allen's Teaching Guide *par* 4) *NOTE: including "pg" or "par" is an exception ONLY used with website sources.*

OR

Refer to the title within your writing:

According to All Cameras on Mr. Angry Lion, wildlife photography is a dangerous profession filled with “perilous animal encounters” (*par* 7).



## *Creating Your Working Outline*

**This step helps you develop a road map for writing your speech and proving/supporting your thesis statement. Remember that all parts of your outline and speech should support your thesis statement.**

**The purpose of an outline is to help organize your thoughts and the information that you have collected into something more manageable before you actually begin practicing your speech. Doing the outline correctly will help you see where you are missing information as well as showing you that your speech is balanced and all three parts of your thesis are supported with sufficient evidence from your sources. This will also help you to write a good Speaking Notecard with not too many words and it will help you avoid from simply memorizing your speech.**

**Things to keep in mind when writing your outline:**

- **Do not use complete sentences on your outline unless specified**
  - **An outline is words & phrases**
- **Make sure that you are going into as much detail as possible in your outline to make things easier on yourself when giving your speech.**
- **The more detailed your outline is, the easier your speech will be**
- **Need a minimum of an A, B, and C under each Roman numeral. You need 5 Roman numerals to represent the 5 paragraphs of your speech/paper.**
- **Check the information you are using to make sure that you are using a minimum of 2 sources in your speech.**

## *Basic Info for Working Outline*

Your Name

Ms. Reeder

English 9 Class Period #

Date Due (eg. 18 January 2008)

Topic of Speech/Title of Paper

I. Introduction

A. **Attention Getter/Intro Technique:** Write Attention getter/intro technique here.

1. Types include: Question, Startling Statement,
2. Quote, Statistics, Illustrations,
3. Reference to the subject, or reference to the occasion

B. Background Information/History of topic

C. **Thesis Statement:** Write thesis statement here (**FULL SENTENCE**).

II. Thesis Subtopic # 1

A. Supporting Evidence/Detail –

1. Can be detailed.
2. Each subtopic must have a minimum of 3 supporting details

B. Supporting Evidence/Detail

C. Supporting Evidence/Detail

III. Thesis Subtopic #2

A. Supporting Evidence/Detail

1. If quoting from a specific source, cite using parenthetical citations.
2. For example: In 2002, 17,970 killed in drunk driving accidents (MADD online)
  - a. Notice that this statistic is not written in a complete sentence but in my speech I would say it as one.
  - b. This statistic would be useful if I was giving a speech on drunk driving.

B. Supporting Evidence/Detail

C. Supporting Evidence/Detail

IV. Thesis Subtopic #3

A. Supporting Evidence/Detail

B. Supporting Evidence/Detail

C. Supporting Evidence/Detail

V. Conclusion

A. **Restate Thesis:** Write restated thesis. Restate = reword your thesis (**FULL SENTENCE**)

B. Background Info

C. **Final impression/Clincher:** Write a sentence that leaves the audience with something to think about (think conclusion techniques). (**FULL SENTENCE**)

# *Sample Working Outline*

Kelley Reeder

Ms. Reeder

English 9 Period 7/8

11 January 2010

## Criminal Forensics

### I. Introduction

A. **Attention Getter:** CSI Opening Scene description

B. Definition of forensics

C. TV Shows

1. Examples

2. Fascination of American Public

D. Types of Forensics description

E. **Thesis:** The knowledge of ballistics, toxicology, and DNA analysis will allow for a better understanding of the fascinating world of criminal forensics and how developed criminal investigation has become.

### II. Ballistics

A. Definition of Ballistics

1. Evidence

2. Related phenomena

B. 3 Subcategories

1. Internal Ballistics

a. Definition

b. Gun "Fingerprints"

c. Comparison of Bullets

2. External Ballistics

a. Definition

b. Trajectories

3. Terminal Ballistics

a. Definition

b. Caliber/Type

c. Distance

C. Case Example – How Ballistics was used to solve a crime

D. Show Overhead Visual Aid – 3 pictures

### III. Toxicology

A. Definition of Toxicology

B. Blood Alcohol & Drug tests

C. Poisons versus Toxins

D. Symptoms – Show overhead visual aid

1. Cyanide

2. Carbon monoxide

3. Other examples

E. Case Example – How toxicology was used to solve a crime

### IV. DNA Analysis

A. Definition of DNA Analysis

B. Where DNA is found

C. Matching samples

1. Positive match

2. Negative match

D. Determining a match – show Overhead visual aid

E. Longevity of DNA

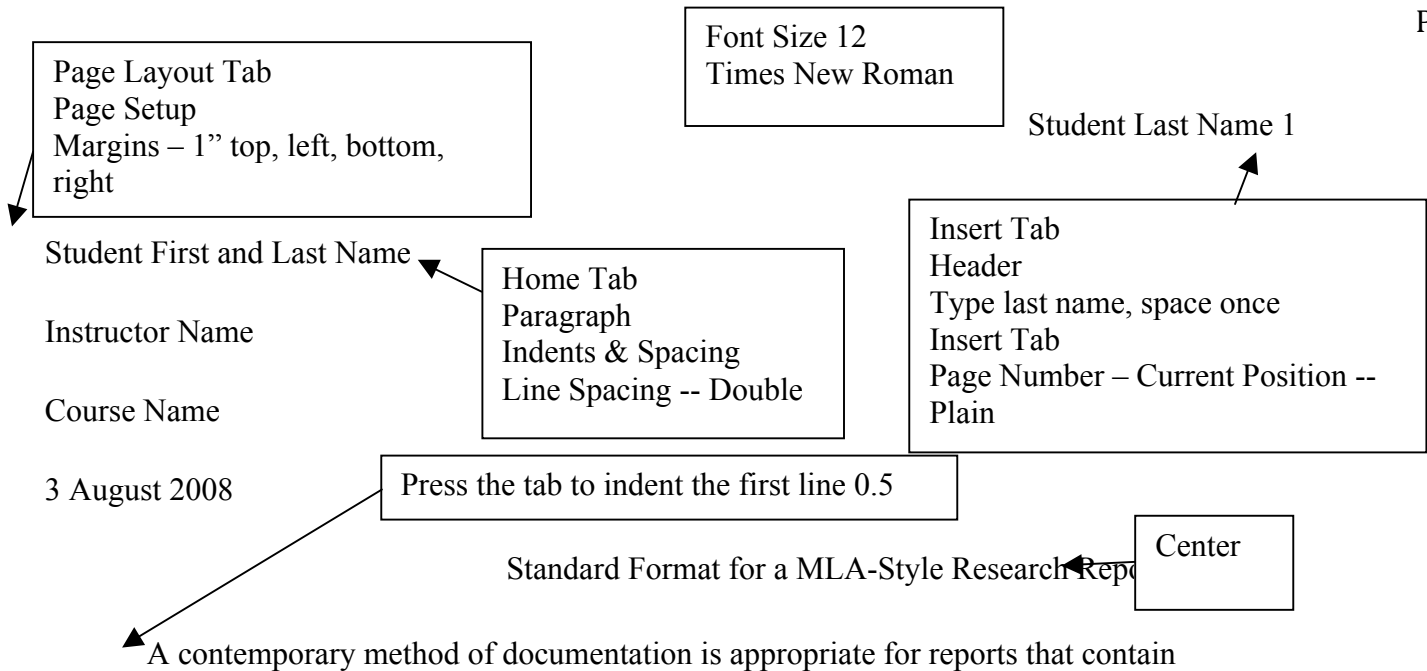
F. Case example – How DNA analysis was used to solve a crime

### V. Conclusion

A. **Restate thesis:** Criminal forensics is a highly-developed system for solving crimes and includes numerous divisions, such as ballistics, toxicology, and DNA analysis.

B. TV Shows' impact – link back to attention getter

C. **Final impression:** So for all you potential criminals out there, you should think twice before committing a crime because forensics just might link you back to it.



Information from only a few sources (Harcourt 448). The Modern Language Association (MLA) style is often used to document and format students' papers. The MLA documentation method, called parenthetical reference, is similar to the textual citation method. MLA reports have distinctive format features.

On all pages, the top, bottom, left, and right margins are 1".

A header contains the writer's name followed by the page number. The header is right-aligned. Every page is numbered, including the first. The header is one-half inch from the top edge of the paper.

The entire report is double-spaced, including long quotations, bulleted and numbered items, tables, and works cited.

No title page is used. The writer's name, instructor's name, course title, and the date (day/month/year style) are keyed on separate lines at the left margin on page one.

The title is centered a double-space below the date in title case. The body begins a double-space below the title.

Student Last Name 2

The first line of each paragraph is indented 0.5" (the first default tab setting). Long quotations (four or more lines) are indented 1" from the left margin.

In the MLA Handbook for Writings of Research Papers, Gibaldi provides these guides for keying long quotations:

➤ If a quotation runs to more than four typed lines, set it off by beginning a new line,

Use the Increase Indent button on the Formatting Toolbar to indent 1"

indenting one inch from the left margin and type it double-spaced, without adding quotation marks. A colon generally introduces a quotation displayed in this way, though sometimes the context may require a different mark of punctuation, or none at all. If you quote only a single paragraph or part of one, do not indent the first line more than the rest. A parenthetical reference to a prose quotation set off from the text follows the last line of the quotation (73).

Continue to double-space the text following the quotation, indenting only the first line of each paragraph one-half inch.

Insert a table as near as possible to the text that it illustrates. Key a number (Table 1) and caption (title) above the table-left aligned in title case. Double space above the table number, below the last line (or source note), and between lines within the table. Hide table gridlines. Adjust table width to fit within the left and right margins.

Key the works cited page on a separate page, using the same margins and header as the report body. Center *Works Cited* in title case at the top margin. A double space below *Works Cited*, list the references in alphabetical order by authors' last names. Double space the list and use a hanging indent. An example of the "Works Cited" page is illustrate on the next page.

Staple all pages of the report at the top-left corner.

Insert Tab  
Page Break

Center

Works Cited

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 4<sup>th</sup> ed. New York: The Modern Language Association, 1995.

Harcourt, Jules, A.C. “Buddy” Krizan, and Merrier. Business Communication. 3<sup>rd</sup> ed. Cincinnati: South-Western Education Publishing, 1996.

Page Layout Tab  
Paragraph  
Indents and Spacing  
Indentation—Special—Hanging .5