

12. Researching a Speech

Objectives

- Identify the steps that speakers take to prepare for research
 - Identify and explain the various personal research sources that speakers can use
 - Explain how a speaker can use the library and the Internet for research
 - Identify techniques for recording research information
 - Outline types of supporting materials that speakers can use
 - Understand the importance of accuracy and ethics in the research process
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Vocabulary

analogy	descriptions	library catalog	search engine
anecdote	direct quotations	narrow the topic	source
attributing	examples	periodicals	statistics
bibliography cards	fabrication	personal sources	story
call number	facts	plagiarism	support material
computerized databases	hypothetical example	preliminary outline	visual aids
definition	Internet	reference section	World Wide Web

Background

All speechwriters, regardless of their expertise on a subject, must engage in research. Here students learn that research can make the difference between boring speeches and exciting speeches. They learn how to prepare for research by narrowing a speech topic to keep it appropriate to the audience, the occasion, and the allotted time.

Students' first avenue of research is their own experience. They may already have personal experience with the topic that will establish their credibility. Students can also gain important information by conducting interviews or surveys.

The library provides a wealth of research possibilities on any subject. Students will benefit from such traditional research tools as reference books, periodicals, and other nonfiction resources. The Internet allows students access to an amazing

amount of additional information from their school or home computers.

The chapter also reviews techniques for recording the information gleaned from research. Students are made aware of proper form and coached in strong note-taking skills.

Students learn to use support materials for their speeches to add interest and help to clarify their points. They also review ways to credit all of their sources properly.

Further Resources

Berkman, R. *Find It Fast: How to Uncover Expert Information on Any Subject*. New York: HarperCollins, 1997.

Butler, J. *CyberSearch: Research Techniques in the Electronic Age*. New York: Penguin USA, 1998.

Name _____

12. Researching a Speech

As you read Chapter 12, write an answer to each question below.

1. What are the three main sources for research information students can use?

2. What initial preparation should you do before conducting an interview?

3. What are the different ways in which you can search for reference materials in a library catalog? How does this differ from using a search engine on the World Wide Web?

4. How can you evaluate the reliability of resources you find in the library?

5. When you use note cards to record research information, what should you include on each card?

Public Speaking
Speech #9: Unit 10 (Chapter 12)
Informative Speech: A Place to Visit

Speaker: _____

The Place to Visit: _____

Date: _____

Clear Communication: (15 points)

- Location clearly stated at beginning of speech (main idea about the place;
why it should be on your life's "to do" list)
(use media aid #1 poster here) _____ (5)
- Attention-getting intro (builds interest, previews topic) _____ (5)
- Connects the place to the audience _____ (5)

Content: (65 points)

- Body has a clear, logical organization _____ (5)
- Body includes specific, meaningful information about the place
(use media aid #2 here [chart, map, graphic organizer]) _____ (15)
- Body includes info from a variety of categories
(scenic, historic, entertainment, recreational, cultural, etc.)
(use media aid #3 here [your choice]) _____ (15)
- Establishes personal credibility
(confident, enthusiastic, trustworthy, sincere) _____ (5)
- Cites at least 2 reliable sources _____ (5)
- Media aids are effectively integrated into the speech _____ (5)
- Effective/memorable conclusion (also says "thank you" at end) _____ (5)

Delivery: (65 points)

- Evidence of planning and rehearsal _____ (15)
- Word choice is appropriate and mature _____ (5)
- Grammar/sentence structure uses standard American English _____ (5)
- Skillful use of 3 media aids and note cards _____ (5)
- Appropriate appearance (professional/competent) _____ (5)
- Demonstrates good use of verbal aspects of delivery
- Rate/pauses _____ (5)
 - Volume/pitch variation _____ (5)
 - Enunciation _____ (5)
- Demonstrates good use of nonverbal aspects of delivery
- Effective gestures/facial expressions _____ (5)
 - Appearance/movement (nothing distracting) _____ (5)
 - Eye contact _____ (5)

Courtesy: (5 points) No hat/no hood/no gum/school appropriate _____ (5)

Written piece: (25 points)

Note cards (3x5) in ink or typed (three maximum)

_____ (5)

One-page outline with main and sub headings

_____ (15)

Two printed sources (legitimate/approved/NOT wikipedia)

_____ (5)

Sources: _____

Time: 7-10 minutes

7 minute minimum (10% off grade for every 30 seconds short or over time)

Total: _____ (175 pts.)