

Transitions, Signposts, Previews & Reviews

Transitions

Transitions are statements that provide, connection, movement, and flow. They should be used to link ideas and parts of the speech. Transitions should be used between the introduction and body of the speech, between main points, and from the body to the conclusion.

Signposts

Signposts are phrases or words that help the audience follow the speaker through the speech.

Transitions and **signposts** are used like a road map help guide and navigate the audience.

<u>Transitions</u>	<u>Signposts</u>
Now that we have discussed the symptoms of OCPD, let's move on current treatments.	First Second Third In conclusion Next In closing Well First let me begin with Starting with In review To reiterate Lastly
Having laid the foundation of the history of the Louvre, let's examine how the Louvre has built its collection.	

Previews

A preview statement tells the audience what is to come. A preview sentence is used in the introduction of the speech to tell your audience what will be discussed in the body of the speech and gives the audience the best chance of understanding the information as you are speaking. As the name states, it "previews" what is to come.

Sample: "Today I will be discussing the A's, B's and C's of CPR."

Reviews

A review statement is a recap of the speech. A review sentence is used in the conclusion of the speech to tell the audience what they just heard, and gives the audience the best chance of remembering the information after you are done. The main points of the speech should be restated/reviewed. As the name states, it "reviews" what was discussed in the speech.

Sample: "Today we discussed the A's, B's and C's of CPR."

Identifying and Using Transitions

Directions: Watch Steve Jobs' 2005 Stanford University Commencement Address. You can use YouTube to find this speech. After watching Jobs' commencement, please respond to the following questions (you may need to watch the performance more than once):

1. What three TRANSITIONS/SIGNPOSTS did Jobs uses in his speech?

2. How many personal stories led to Jobs' concluding message? _____

3. In what ways did Jobs preview and summarize these stories to unify his overall message?

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Think of transitions as links holding
your speech together.



Delivery Analysis

Effective public speaking is a combination of content and delivery. Effective delivery is comprised of both dynamic physical and vocal characteristics, adding impact, emphasis, and additional meaning for the audience.

Directions: Please watch one of the following speeches: Zach Wahls' 2011 speech about gay marriage to the Iowa House Judiciary Committee or Adam Wasilewski, graduate speaker address for the 2011 Gallaudet Commencement. You can use YouTube to find these speeches. After watching one of these speeches, please discuss the following aspects of the vocal and physical delivery of this speaker.

Voulme_____

Rate_____

Vocal variety_____

Articulation_____

Appearance_____

Eye contact_____

Gestures_____

Movement_____

Overall evaluation of Delivery: Explain how the speaker's delivery added to or detracted from the message.

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Slide Development

Visual aids can add an extra dimension to a speech or presentation, and when used properly can amplify the impact or enhance the clarity of the information being presented.

Directions: Watch Shelly Spratt's tutorial on developing slides for a presentation. This video can be found on the Ohlone College Communication Lab website. While watching the video, take notes in the space provided below. Then, consider an upcoming speech that may benefit from a visual aid, and respond to the three prompts below.

Take notes on the video here:

Slide Development

1. Based on the tutorial, identify where in your speech a slide is needed, and what function that slide serves (illustrate, illuminate, or emphasize).

Example: In the first main point when I'm talking about early years of Maya Angelou, I want to illuminate her humble beginnings. Therefore, my slide function is illuminate and the location of the slide is in main point #1.

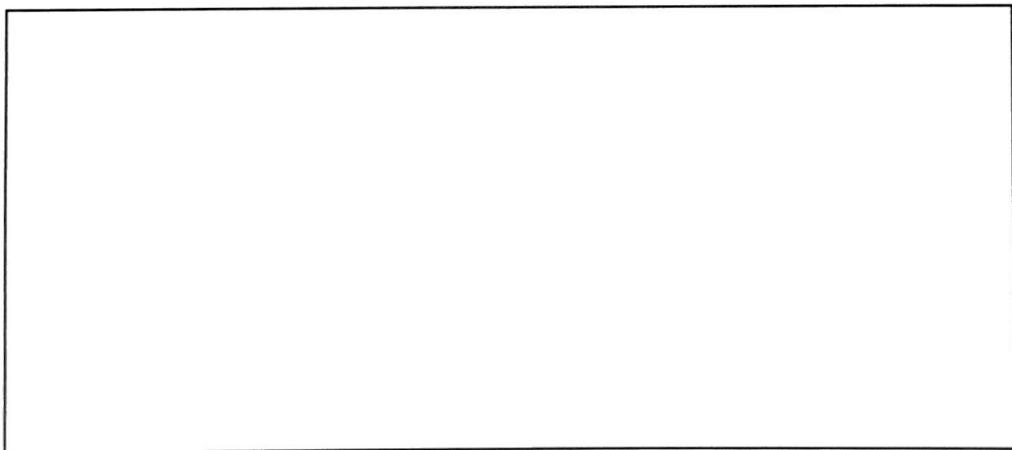
A) Using your outline, where in the speech would your slide go? _____

B) Identify function of slide (options) _____

2. Now, brainstorm the content that would appear on the slide (e.g. picture, workflow process, chart or graph, etc.)

3. Design the content of your slide.

Using the mock slide space below, sketch a design for your slide, considering the placement of text and images based on what you know about margins and the rule of thirds.



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Develop Your Topic for the Informative Speech

Directions: Choose an informative speech topic of your own. In the spaces below, write your topic, a specific purpose statement, a thesis/central idea statement, possible main points, and potential information resources for your informative speech topic.

Topic:

Specific Purpose Statement:

Central Idea/Thesis statement:

What will your three or four main points be?

1.

2.

3.

4.

Use your library resources to find and list at least four possible sources that you could use for your speech (popular news articles, academic journal articles, books, etc.):

1.

2.

3.

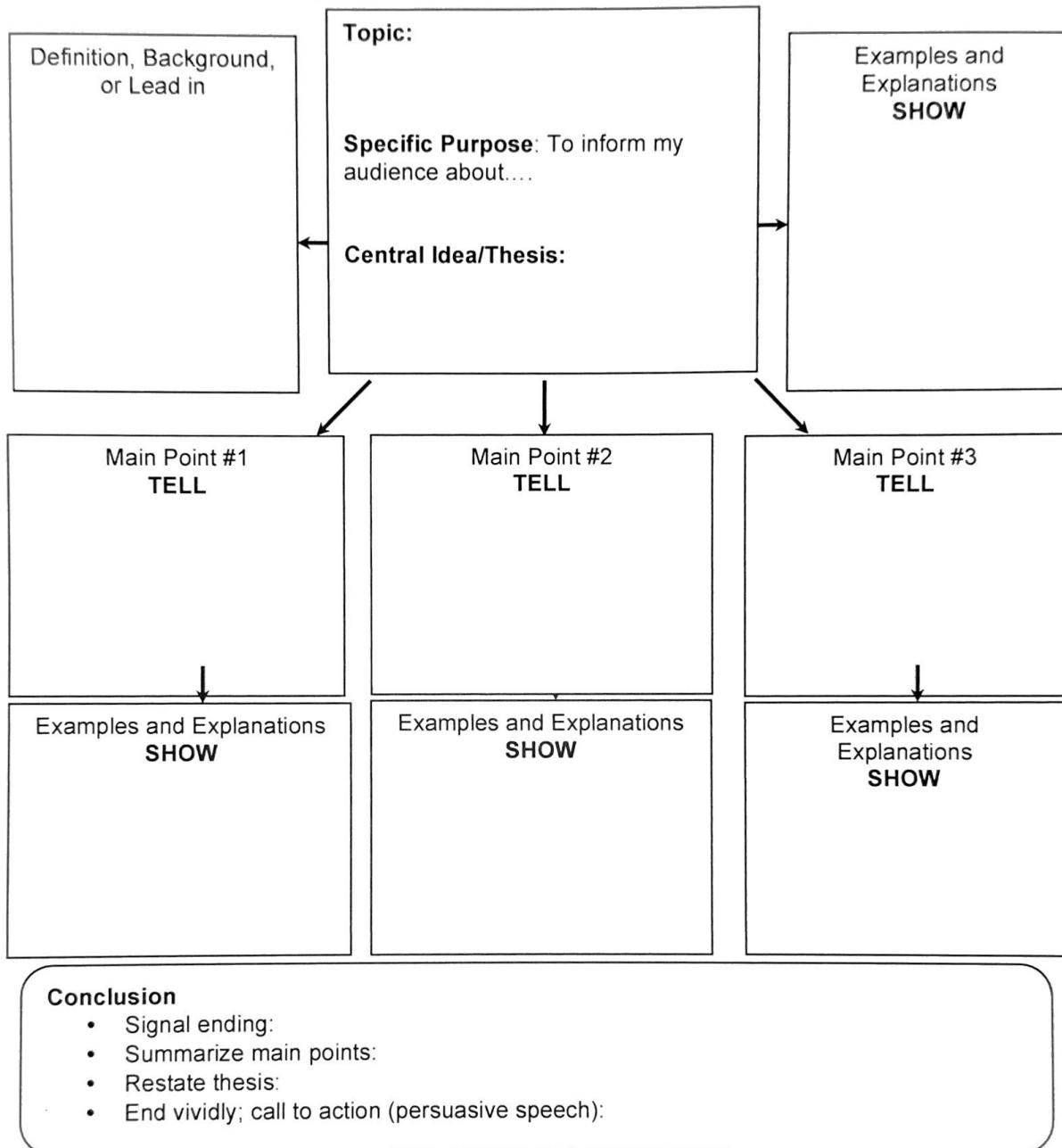
4.

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Organization/Mapping Exercise

Directions: Using the model below, organize your content and ideas for an upcoming speech. Complete the map by adding the requested information to EACH square, starting in the top center. For example, in the definition section, add any words you need to define.



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Adapted from: Chabot College, WRAC Center, winter 1998
(handout)

Researching Your Topic

Directions: Research your topic to assess the availability of quality sources of information. Use these sources to find more information on your topic. Cite your sources using proper APA or MLA citation (for citation guidance refer to the Purdue O.W.L. or your library web site). Select ONE of the topics you brainstormed in the previous activity, and complete the following:

- A. Use a search engine such as Google to search the web. *List at least two websites you found which contain information on your topic.*

- B. Search a general or subject encyclopedia to get an overview of your topic. Use a library database such as Gale Virtual Reference Library, Statista, or Web of Science to conveniently locate articles from a wide variety of subject encyclopedias. *List at least two encyclopedia articles you found for your topic.*

- C. Look for periodical articles by searching a general periodical database such as Academic Search Complete, JSTOR or Communication & Mass Media Complete. Databases are available through your library's webpage. *List at least two periodical articles you found for your topic.*

- D. Evaluate the information within all the sources you found and identify the three BEST sources you found for your topic.

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Evaluating Internet Documents-C.R.A.A.P. Test

When you search for information, you're going to find lots of it--but is it any good? You will have to determine that for yourself, and the **CRAAP Test** can help. The **CRAAP Test** is a list of questions to help you evaluate the quality of information you find. Different criteria will be more or less important depending on your situation or need, but all sources should be put through the **CRAAP Test**.

Currency: The timeliness of the information

- When was the information published or posted?
- Has the information been revised or updated?
- Does the date of publication or revision meet the timeliness needs of your topic?
- For an Internet source, are the links functional?

Relevance: The importance of the information for your needs

- Does the information relate to your topic or answer your research question?
- Who is the intended audience of this information?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before deciding this is one you will use?
- Would you be comfortable citing this source in your research paper?

Authority: The source of the information

- Who is the author/publisher/source/sponsor of this source?
- What are the author's credentials or organizational affiliations?
- Is the author qualified to write on this subject matter?
- Is there contact information for the author, such as a publisher or email address?
- Does the URL reveal anything about the author or source? (e.g., .com, .edu, .gov, .org, or .net)

Accuracy: The reliability, truthfulness, and correctness of the content

- What is the source of the information?
- Is the information supported by evidence?
- Has the information been reviewed or vetted?
- Can you verify the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar, or typographical errors?

Purpose: The reason the source of information exists

- What is the purpose of the source? Is it to inform, teach, sell, entertain or persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact, opinion, or propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional or personal biases?

Introduction to Research

Directions:

1. Use a general Internet search engine such as Google to research "**Unidentified Flying Objects (UFOs)**."
 2. Find two articles or sources on UFOs from the Web.
 3. Write an APA citation for each article or source.
 4. Evaluate each article or source using the C.R.A.A.P. test.
 5. Write one paragraph in which you discuss the credibility of each of the two Web sources you found on the topic of UFOs, based on your C.R.A.A.P. test evaluations.

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Oral Citations and Source Citations

Oral citations in public speaking and source citations in academic writing are two different things. Both are required and accomplish the same goal: they credit the original source of the information used in your speech. Using ethical sources communicates to your audience that you have conducted adequate research on your topic. Your use of citations allows your audience to evaluate your credibility and the quality and currency of your information.

Not giving credit to your sources in a speech or in your writing is considered plagiarism. Plagiarism is the act of representing the work of another as your own without giving proper credit. Plagiarism is an extremely serious act of academic dishonesty and comes with dire consequences. Please review your college or university's plagiarism policy.

APA or MLA Source Citations

In academic writing, you should cite your sources by following a prescribed format. Both the APA (American Psychological Association) and MLA (Modern Language Association) source citation formats are acceptable. Your instructor may specify a style preference and instruct you to provide references for your presentations. Typically, you must cite sources in a complete list of "References" (APA) or "Works Cited" (MLA) at the end of your informative and persuasive speech outlines. The purpose of the full list of source citations is to give all the information needed for anyone to find that source of information. Your institution's library web site may also provide information or websites to help you to cite and document sources.

In-Text Citations

When developing your outline, you should use in-text citations WITHIN the outline AND include complete information in the References or Works Cited section, too. In-text citations should come in the same section in which the information is used in the speech, and direct readers to the complete information given in the References or Works Cited section. The format for in-text citations is NOT the same as the format for References or Works Cited. Please visit the following website for more details and examples on how to cite various particular types of sources.

APA & MLA Style Guides: Purdue University Online Writing Lab (O.W.L.)
www.owl.english.purdue.edu

Oral Citations and Source Citations

Oral citations are stated orally during your speech. When using supporting material such as facts, expert testimony, statistics, quotes, or examples, tell your audience the source of your information. Oral citations are more informal than written citations; you don't have to follow a prescribed pattern. However, it is a good idea to use two or three pieces of information about your source. Provide enough information to show your audience you are an ethical speaker, and to convince your audience that your source is credible.

If you are quoting from a periodical or journal article, give a quick statement of the author (if relevant) as well as the (full) date and title of the source. This applies to both print and library database sources. Please do not give the title of the article, page numbers, or electronic database that cataloged the publication. Finally, do not state the entire URL but do include when the website was mostly recently updated. See examples below:

According to a 2016 article in the Western Journal of Communication, women's stories of domestic violence shelters exemplify the dialectic of independence versus dependence.

A 2015 New York Times article states that bankruptcy as increasing in the United States due to medical expenses.

In a recent study conducted by Philip Zimbardo from Stanford University, Zimbardo concludes that young men are failing academically, socially, and sexually as a result of viewing pornography.

Oral Citation and Source Citations Activity

Directions: Practice writing an oral citation and reference page entry for the following:

Journal: Communication Reports

Author: San Bolkan

Year: 2015

Vol. 28, No. 1-2

Title: Intellectually Stimulating Students' Intrinsic Motivation: The Mediating Influence of Affective Learning and Student Engagement

Pages: 80-91

"In the end, results from this study indicate that when students become engaged in the classroom and enjoy their coursework they work harder in their classes with the goal of mastering the material instead of simply working for a grade."

Oral Citation:

Reference Page Entry:

Journal: Western Journal of Communication

Author: Lindsey Susan Aloia & Denise Haunani Solomon

Year: 2016

Vol. 80, No. 1

Title: Emotions Associated with Verbal Aggression Expression and Suppression

Pages: 3-20

"We observed that participants reported higher rates of negative social emotional responses such as fear, sadness, and guilt after expressing verbal aggression compared to suppressing verbal aggressing."

Oral Citation:

Oral Citation and Source Citations Activity

Reference Page Entry:

Journal: Communication and Critical/Cultural Studies

Author: Raminder Kaur and Saif Eqbal

Year: 2015

Vol. 12, No. 4

Title: Gendering Graphics in Indian Superhero Comic Books and Some Notes

Provincializing Cultural Studies

Pages: 367-396

"Despite Indian's cultural history of ambiguous genders, representation of gender in comic books has hardened along strict male-female binaries in the late 1980's."

Oral Citation:

Reference Page Entry:

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