Public Speaking Unit Objectives

During this unit you will:

• Evaluate and expand your communication behaviors (especially when presenting a speech).

• Identify the do’s and don’ts of public speaking.

• Practice your public speaking skills by presenting the following three speeches:
  1. the ketchup speech (impromptu).
  2. the fairy tale speech (scripted).
  3. the debate speech (scripted/impromptu).

• Refine your research skills during the debate portion of the unit.

• Write a script of what you will say during the fairy tale and the debate portions of the unit.

• Create in-text citations in your debate script to give author’s credit and avoid plagiarism.

• Type a works cited page using MLA format during the debate portion of the unit to list sources used in your script.
Your Communication Checkup

In order to evaluate and expand your communication behaviors, you need to first assess how you feel in different communication situations. Mark U (uncomfortable) or C (comfortable) next to the statements that are true for you.

I am usually comfortable/uncomfortable:

_______ giving a public speech in class.  ____ giving directions to strangers.
_______ talking with my parents’/guardians’ friends.  ____ talking on the telephone.
_______ meeting people for the first time.  ____ talking to members of the opposite sex.
_______ expressing affection through touch.  ____ when people touch me while they talk.
_______ talking with any people at my job/school.  ____ when people stare at me while they talk.
_______ talking about important matters with my friends.  ____ trying to see things from another’s viewpoint.
_______ working in small groups.  ____ trying to persuade people.
_______ listening to a friend who is upset.  ____ asking for feedback on my communication behavior.
_______ making small talk with people I don’t know well.  ____ critiquing/judging others’ speeches.
_______ answering questions in class.  ____ interviewing an expert on an interesting topic.
_______ communicating with little children.  ____ sharing feelings with someone about our relationship.
_______ leading a group discussion.  ____ accepting criticism of others.

Mark MS (most satisfied) or LS (least satisfied) in the blank next to the area(s) that are true for you.

I am most/least satisfied with my communication abilities in:

_______ conflict resolution (solving conflicts).  ____ questioning.
_______ expressing feelings.  ____ listening.
_______ public speaking.  ____ being supportive of others.
_______ speaking in small groups.  ____ touching.
_______ persuasion.  ____ leading groups.
_______ accepting criticism of others.  ____ reading nonverbal cues like gestures/facial expressions.
_______ accepting positive feedback from others.  ____ self-disclosure (hearing something personal about yourself)

Looking at all you have marked on this sheet, list two communication goals you have for yourself during this unit. What would you like to be able to do to communicate better?

1=  ___________________________________________________________________________
2=  ___________________________________________________________________________
Three months after she joined an infomercial company in January 2002, 23-year-old Kristy Pinand moved up to producer from production assistant.

The promotion was, like, so cool. But Pinand’s routine use of such “teen speak” bothered her boss. “She sounded very young,” potentially hurting her ability to win clients’ respect, recalled Collette Liantonio, president of Concepts TT Productions in Boonton, N.J.

Liantonio urged the youthful-looking staffer to watch her words.

Pinand, who still gets mistaken for a teenager, heeded the criticism. “How you talk should not be how you’re judged, but of course it is,” she said.

Whether you sound like an adolescent, curse at colleagues, talk tentatively or exhibit an abrasive Brooklyn accent, you risk derailing your career because you appear as unpolished as tarnished silver.

Humphrey S. Tyler, president of National Trade Publications in Latham, N.Y., frequently rejects sales and editorial candidates because they exhibit grammatically incorrect speech.

“It’s as if they pulled out a baseball cap and put it on backwards,” the publisher complains.

A well-educated controller of a Chicago company has long aspired to become a chief financial officer elsewhere. But recruiter Laurie Kahn refuses to recommend him because he often says “me and so-and-so,” followed by the wrong verb form.

A General Electric unit hesitated to elevate a Massachusetts plant manager to a higher-paid corporate spot five years ago because “every other word he said in the plant was the f-word,” recalled Laurie Schloff, director of executive coaching at Speech Improvement Co. in Boston.

GE warned that he wouldn’t get his promotion unless he cleaned up his foul mouth then tapped Schloff to help him.

A growing number of businesses retain speech coaches for rising stars with speech flaws. This assistance typically costs between $250 and $400 an hour.

Earlier this year, a suburban New Jersey health care company hired speech coach Dian DiResta to counsel a 43-year-old middle manager whose tentative communication style was hindering her mobility. The manager regularly employed “wimpy” words such as “I think.” She also engaged in “uptalk,” a singsong pattern in which declarative sentences end with a rising inflection. Bosses and mentors said “that I needed to be more confident when I spoke,” she recalled.

A senior project manager at a major financial-services company was surprised when his supervisor blamed his stalled career trajectory partly on his thick Brooklyn accent. Despite his MBA, he was speaking too fast and skipping consonants his “deez” and “doze” made him sound uneducated and inarticulate.

The man’s employer covered the $5,000 tab for 14 sessions with coach Laura Darius, founder of Darius Communications. The project manager later assumed a wider role that requires constant interaction with top executives.

How’s your speech? Do you:

• Sound like a teen who is hanging out with friends?
• Use poor grammar?
• Use an abrasive accent?
• Talk tentatively?
• Curse?
“Some Talk Ain’t Cheap” Reflection

Directions: Read the newspaper article “Some Talk Ain’t Cheap” that appears on the previous page then answer the items below. Make sure to use R.E.S.—restate the question in your answer, give an example from the article if possible, and write in complete sentences.

1. In two or three sentences, summarize the main idea of this article.

2. What do you think “heeded” means in the article (it’s bolded and underlined)?

3. A few lines below the word “heeded” is an example of figurative language. Explain what two things are being compared in this simile.

4. List all five types of speech errors mentioned/explained at the bottom of this article:
   •
   •
   •
   •
   •

Turn over
5. According to the article, what do many businesses do to help good employees correct their speech errors?

6. What would be another good title for this article?

7. The author discusses a manager who had a “tentative communication style.” What do you think this means?

8. Do you think it should be legal to reprimand an employee because he/she has a think accent?

9. Why or why not?

10. What speech habits do you have that you would like to improve?
The Fairy Tale Speech

Do you remember your favorite nursery rhyme, fairy tale, children’s story, or Disney movie? The Fairy Tale Speech is your opportunity to summarize your favorite childhood story and present it to your classmates.

Directions:

• Using the information gained from your prior knowledge, summarize one of your most memorable childhood stories (fairy tales, nursery rhymes, Disney movies, etc.) into a 1-1 ½ minute speech to be presented to the class on Thursday, March 3 or Friday, March 4, 2011.

• Your summary script can be typed or handwritten and must be turned in to your teacher right BEFORE you present your speech to the class. This way your teacher can follow your script while you speak to the class to make sure you are presenting it correctly. Your teacher will also be able to prompt you if you get stuck or forget what you are supposed to say.

• One 3 x 5 note card may be used to list highlights of your speech. DO NOT write out your entire speech, or you will be too tempted to just read it to the class.

• Make sure to follow the Do’s and Don’ts of Public Speaking located in this packet because you will be graded on all of these items.

• In addition, you will be graded on the content of your summary, so make sure to tell the story in its entirety.

• This is your opportunity to work on your appearance, performance, and delivery before you are graded more diligently during your debate presentation. Consider this practice before the BIG debate.

• Be creative as you reminisce about your favorite stories from the past.
<table>
<thead>
<tr>
<th>Strengths</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td>_______/8</td>
</tr>
<tr>
<td>Gestures</td>
<td>_______/2</td>
</tr>
<tr>
<td>Posture</td>
<td>_______/4</td>
</tr>
<tr>
<td>Eye contact</td>
<td>_______/8</td>
</tr>
<tr>
<td>Vocal cues/silence</td>
<td>_______/2</td>
</tr>
<tr>
<td>Facial expressions</td>
<td>_______/2</td>
</tr>
<tr>
<td>Content/quality of summary</td>
<td>_______/12</td>
</tr>
<tr>
<td>Speech time</td>
<td>_______/2</td>
</tr>
<tr>
<td>Total grade=</td>
<td>_______/40</td>
</tr>
<tr>
<td><strong>THE DO'S AND DON'TS OF PUBLIC SPEAKING</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>APPEARANCE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>DO</strong></td>
<td><strong>DON'T</strong></td>
</tr>
<tr>
<td>Do dress well. <strong>Guys</strong>—wear a collared, button-down shirt tucked in and a tie (borrow if you must). Wear dress pants with dark socks and a belt. Dress shoes are required. <strong>Gals</strong>—wear a dress, knee-length skirt, or dress pants. A collared, button-down shirt is acceptable with skirts/pants. Dress shoes or dress sandals are required. Hair matters—it should not be a distraction. Tie it back if it is long so that you are not tempted to play with it or brush it behind your ears with your hands during a speech. Hair should be neat and tidy.</td>
<td>Don’t wear jeans, shorts, t-shirts, too much jewelry, tennis shoes, flip-flops, dirty clothes/shoes, etc. Gals be careful of spiked heels. Don’t wear them if you’re not comfortable in them. Don’t wear a hat or distracting hair bangles and don’t let your hair cover your face/eyes at all. How can we see your eye contact if you do?</td>
</tr>
<tr>
<td><strong>GESTURES</strong></td>
<td></td>
</tr>
<tr>
<td>Do keep your hands at your side. Use them to make appropriate gestures or hold your note card.</td>
<td>Don’t put hands in your pockets or constantly play with your hair, a pencil, note cards, or anything distracting.</td>
</tr>
<tr>
<td><strong>POSTURE</strong></td>
<td></td>
</tr>
<tr>
<td>Do stand tall, straight, and still.</td>
<td>Don’t lean on the podium or slouch at all. Don’t sit in front of your audience. Don’t pace back and forth; it wears out the carpet!</td>
</tr>
<tr>
<td><strong>EYE CONTACT</strong></td>
<td></td>
</tr>
<tr>
<td>Do scan your eyes all around the entire audience. Use your note card as a prompt to help you remember information you have practiced ahead of time. Memorize as much as possible.</td>
<td>Don’t read your speech. Don’t look at one person only, especially the teacher.</td>
</tr>
<tr>
<td><strong>VOCAL CUES</strong></td>
<td></td>
</tr>
<tr>
<td>Do speak loud enough so the audience can hear you. Do maintain the proper pitch. Do speak slow enough so the audience can understand yet fast enough to keep them interested. Do use appropriate language for school.</td>
<td>Don’t speak too softly. Don’t speak with too high or low of a pitch. Don’t speak too fast or too slowly; your audience wants to understand you! Don’t use verbal garbage (um, like, okay, uh, etc.) and don’t use slang or curse words.</td>
</tr>
<tr>
<td><strong>FACIAL EXPRESSIONS</strong></td>
<td>Do smile! Of course, you are nervous; but if you try and smile, it relaxes everyone.</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>SILENCE</strong></td>
<td>Do pause and breathe while maintaining eye contact with the audience. Occasional pauses are okay.</td>
</tr>
<tr>
<td><strong>PRACTICE</strong></td>
<td>Do practice your speech in front of a mirror or a sample audience (like a friend or family member).</td>
</tr>
</tbody>
</table>
The Annual Ketchup Speech

Can you do it?

Try to give a 30-second speech about a common topic.

Examples might include: ketchup, a neighbor, your pet, your favorite food

You will only have 30 seconds to speak; sound easy?

Here’s the catch: I will assign you the topic; you don’t get to choose, and you cannot prepare ahead of time. That’s right, this is an impromptu speech. That means as soon as I give you the topic, your 30-second time begins, and you must start speaking.

Still think it’s easy? How about this: You cannot pause or use verbal garbage words such as “um,” “like,” “uh,” or any other time-wasters that are common for public presentations. If you do, I will stop you and have you take your seat.

EVERYONE will earn ten points just for trying. What happens if you can present the entire time staying on the topic and avoiding verbal garbage? You will earn an additional five points extra credit to begin the fourth quarter. Also, you’ll begin to feel more comfortable speaking in front of an audience.

Remember to stand tall, scan your eyes over the entire audience, speak loud enough for everyone to hear you, smile, and breathe!

Good luck!
To begin this portion of our public speaking unit, you will first choose one partner with whom to work and then choose another group of partners against whom you will debate. Next, all four of you will sign-up to debate each side of one of the topics listed on the next page of this packet or choose your own topic. If you cannot all agree who will be on the PRO and CON sides, then your teacher will randomly choose for you. After signing up, about four class periods of library time will be allotted for your research and for typing your script/Works Cited. To effectively debate an issue, it is imperative that you fully comprehend both pro and con sides of that issue. Therefore, you and your partner will research both sides of the issue when you are in the library. You will then EACH prepare an individual script of what you will say during your part of the debate and a Works Cited page listing the sources (articles, websites, etc.) you quote in your script. Be aware that your script must quote at least **two** credible sources from your articles to help persuade your audience. You will be given information and instruction on research techniques, library sources, script writing with in-text citations, Works Cited page, as well as information on the structure of a debate. The skills you receive during this unit will help refine your ability to conduct research and speak in front of an audience.

**Unit requirements for EACH student are as follows:**

1. Gather at least **three** sources from a variety of types of sources (magazine articles, books, or newspaper articles, reliable Internet sources, etc.) for EACH SIDE of your topic for **SIX** total sources. How can you expect to win the debate unless you fully understand both sides of the issue? Yes, you and your partner must have completely **different** sources.

2. Complete the debate rough draft script handout detailing exactly what you will say when you speak to the class.

3. Type your final draft script with at least two in-text citations.

4. Type a final draft works cited page in MLA format that lists at least two sources you quote in your debate script. Needless to say that since your sources are different from your partner’s, your works cited page must be also.

5. For the S.P.A.R. section of the debate, type at least ten questions you will ask the other group of students against whom you are debating.

6. Present a planned, organized, and practiced the debate on one side of your issue. You MUST be present the day of your scheduled debate, or it will occur without you, and you may receive a zero for the assignment.

**PAY CLOSE ATTENTION TO THE FOLLOWING DUE DATES**

1. Debate presentations dates are **Wednesday, March 30-Friday, April 1, 2011**.

2. One typed final draft debate script per student is due on the day you present your debate BEFORE your debate begins so your teacher can follow along while you speak to the class.

3. One typed works cited page per student is due on the day you present your debate BEFORE your debate begins, so your teacher can use it as a reference while you speak to the class. Incidentally, you must also turn in a copy of all your sources (articles) with your works cited.

4. Ten typed questions per student to use during the S.P.A.R. This will be turned in on the day you present right AFTER your debate.
<table>
<thead>
<tr>
<th></th>
<th>PRO</th>
<th>CON</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Females are better drivers than males.</td>
<td>Females are not better drivers than males.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>2</td>
<td>Subway is better than Quizno’s.</td>
<td>Subway is not better than Quizno’s.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3</td>
<td>Baseball is better than football.</td>
<td>Baseball is not better than football.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>4</td>
<td>Dogs are better pets than cats.</td>
<td>Dogs are not better pets than cats.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>5</td>
<td>Vanilla ice cream is better than chocolate.</td>
<td>Vanilla ice cream is not better than chocolate.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>6</td>
<td>Classic cars are better than new ones.</td>
<td>Classic cars are not better than new ones.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>7</td>
<td>Flip flops are better than high heels.</td>
<td>Flip flops are not better than high heels.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>8</td>
<td>BMX racing is better than motocross.</td>
<td>BMX racing is not better than motocross.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>9</td>
<td>Drums are better than guitars.</td>
<td>Guitars are better than drums.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>10</td>
<td>Hitler was worse than Stalin.</td>
<td>Hitler was not worse than Stalin.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>11</td>
<td>Big Bird is better than Barney.</td>
<td>Big Bird is not better than Barney.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>12</td>
<td>Pokemon is better than Digimon.</td>
<td>Pokemon is not better than Digimon.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>13</td>
<td>Xbox 360 is better than Playstation.</td>
<td>Xbox 360 is not better than Playstation.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>14</td>
<td>Gatorade is better than Powerade.</td>
<td>Gatorade is not better than Powerade.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>15</td>
<td>AMC is better than Harkin’s.</td>
<td>AMC is not better than Harkin’s.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>16</td>
<td>Cinderella is better than Snow White.</td>
<td>Cinderella is not better than Snow White.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>17</td>
<td>The banana is better than the apple.</td>
<td>The banana is not better than the apple.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>18</td>
<td>Barbie is better than G.I. Joe.</td>
<td>Barbie is not better than G.I. Joe.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>19</td>
<td>ASU is better than U of A.</td>
<td>ASU is not better than U of A.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>20</td>
<td>Coke-a-Cola is better than Pepsi Cola.</td>
<td>Coke-a-cola is not better than Pepsi Cola.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>
Debate Structure (Order)

REMEMBER TO USE LOGOS, ETHOS, AND PATHOS IN EACH SPEECH.
ALL SPEECHES SHOULD USE MOSTLY FACT WITH SOME OPINION.
ALSO, REMEMBER TO QUOTE AND CITE AT LEAST TWO OUTSIDE SOURCES IN YOUR SCRIPT.
VISUAL AIDS ARE ENCOURAGED AS A PERSUASIVE TECHNIQUE
LASTLY, REMEMBER TO SPEAK DIRECTLY TO THE AUDIENCE NOT THE OTHER TEAM (EXCEPT IN THE S.P.A.R.).

I. First Affirmative (Pro) Opening Statement Two Minutes
Here the pro side begins the debate with an opening statement in support of the topic. A successful opening statement will outline your main arguments with pertinent supporting information. Don't include ALL your arguments here—remember to save some good ammunition for your closing. This speech should be entirely scripted and practiced ahead of time.

30-second prep. time

II. Negative (Con) Rebuttal One Minute
Here the con side responds to the pro’s opening statement. A good rebuttal will point out any glaring weaknesses in the pro position and serve as a lead in to your own side’s opening statement which follows. Your script will have notes on possible points the pro side may make; however, since you cannot completely script the rebuttal until you hear the pro opening, it is imperative that you listen carefully to the pro opening and take notes during it to be able to respond appropriately.

III. First Negative (Con) Opening Statement Two Minutes
Here the con side presents its opening statement against the topic. For this to be a successful opening statement must be a response to the pro position that outlines your main arguments with pertinent supporting information. Don’t include ALL your arguments here—remember to save some good ammunition for your closing. This speech should be entirely scripted and practiced ahead of time.

30-second prep. time

IV. Affirmative (Pro) Rebuttal One Minute
Here the pro side responds to the con’s opening statement. A good rebuttal will point out any glaring weaknesses in the con position and prepare the audience for your closing statement which comes later. Your script will have notes on possible points the con side may make; however, since you cannot completely script the rebuttal until you hear the con opening, it is imperative that you listen carefully to the con opening and take notes during it to be able to respond appropriately.

V. Spontaneous Argument (S.P.A.R.) Five Minutes
This will be fun! Now the two sides have an opportunity to argue their sides with each other (and not just speak to the audience). The audience is not allowed to respond or comment. A successful S.P.A.R. occurs when a team has stumped their opponent, so be ready to ask the TEN questions that you wrote ahead of time. Name calling or other inappropriate behavior is not allowed and could result in a loss of points if it occurs.

VI. Negative (Con) Closing Statement One Minute
At this point the con side should make its strongest case against the topic. Remind the audience of weaknesses in the pro position, while reviewing the strengths of your con side. The use of repetition may be effective, but beware of just repeating the same information that has already been presented. This speech should be entirely scripted and practiced ahead of time.

VII. Affirmative (Pro) Closing Statement One Minute
Finally, the pro side ends the debate by making its strongest case for the topic. Remind the audience of weaknesses in the con position, while reviewing the strengths of your pro side. The use of repetition may be effective, but beware of just repeating the same information that has already been presented. This speech should be entirely scripted and practiced ahead of time.
How do I type my works cited page in MLA format?

Read on:

1. Open a new document and set your margins at one inch on all four sides of the paper. If using Microsoft Word 2007, the margins will already be set one inch on all four sides. If using an older version of Word, pull down the File menu and choose Page Setup. Then type 1.0” in all four boxes for the left, right, top, and bottom margins.

2. Next, set your computer to double space. If using Microsoft Word 2007, click on the line spacing icon from the “Home” tab on the tool bar then click on 1.0. Also, click on “Line Spacing Options” then check the box that says “Don’t add space between paragraphs of the same style.” If using an older version of Word, pull down the Format menu and choose Paragraph. Then change the Line spacing box from single to double.

3. Set font to Times New Roman 12-point size and type the title Works Cited on the first line at the vertical center of the paper.

4. Hit the enter/return key once, and your computer will automatically double space.

5. Type your first entry (or source) starting at the left margin. If an entry runs more than one line long, additional lines should be indented one tab (1/2 inch). Notice each line of an entry is automatically double spaced for you.

6. To type the second entry, hit the enter/return key once, and your computer will automatically double space for you again.

7. List each entry alphabetically by the author’s last name. If there is no author, alphabetize by the first word of the title (ignore words like "A", "An", or "The" if any of these is the first word of the title).

8. Remember that each entry on a works cited page has three main parts: author, title, and publication information.

9. Also, titles of short works (i.e. a magazine article) are typed in quotation marks while titles of long works (i.e. a magazine) are typed in italics.

10. Look at the next page for an example Works Cited.
A FEW WORDS OF CAUTION

1. Here’s what to include if you cite an article from the internet:
   Author (last name, first name). “Name of Article.” Name of Website (in italics). Name of publisher or N.p., date uploaded to website or n.d. Web. Date you downloaded/printed article (day month year).

2. If you use visual aids for your debate, make sure to include their sources on your works cited page or risk plagiarizing.

3. Go to one of the following websites to help you write your Works Cited entries:
   - http://www.easybib.com
   - http://owl.english.purdue.edu/owl/resource/747/08/
I don’t want to plagiarize my debate, so what do I do?

Follow these directions:

1. When you use information in your own writing or speaking that you obtained from a source, you MUST give credit to the person(s) who wrote that source, or you are plagiarizing (stealing). That’s a no-no. Whether you directly quote the source or put the author’s ideas in your own words (A.K.A. paraphrase), a citation is a MUST.

2. When quoting sources in your script and saying them during your debate, the best way to avoid plagiarism is to use an **in-text citation**. Simply write/say the author’s full name in your sentence.

   - Example of a direct quote with an in-text citation**: In his article author M. Dittmann states, “The study also found that shorter men are slightly more likely to encounter height bias in the workplace than are shorter women.”

   - Example of a paraphrase with an in-text citation**: Author M. Dittmann notes that women who are short are less likely to encounter bias at work than height-challenged men.

3. If your source has **no author** listed, then write/say the entire article title (punctuated correctly in quotes or underlined/italicized on your script) instead of the author’s first and last name.

   - For example, an in-text citation for the third entry on the sample works cited (located in this packet) would be: The article entitled “Height of Famous Short People” states that actor Al Pacino is famous even though he is only 5’ 6” tall.

**These examples come from the first entry on the sample Works Cited page that appears in this packet.**
SOPHOMORE ENGLISH DEBATE UNIT
FOLLOW THESE HELPFUL TIPS...

• DO YOUR RESEARCH!
• DRESS TO IMPRESS!
• USE PERSUASIVE TECHNIQUES LEARNED IN CLASS-ETHOS, LOGOS, PATHOS, THINK OUTSIDE THE BOX, AND SPEAK UP!
• HAVE PASSION FOR YOUR TOPIC
• KNOW YOUR TOPIC AND STUMP YOUR OPPONENT!
• WORK AS A TEAM
• HERE ARE SOME TIPS FROM DENZEL WASHINGTON
• KEEP IN MIND ALL OF THE DO’S AND DON’TS OF PUBLIC SPEAKING.
  REMEMBER WHAT YOU LEARNED DURING THE PERSUASION UNIT.
  GOOD LUCK!

DEBATE PRESENTATION GRADING RUBRIC

Name _______________________________________________

Research, Analysis, and Organization……………………………………………………………/60

- You presented at least one of the following using logos/ethos/pathos (15 pts.)
  1. an opening that introduced your side of the issue with many facts and less opinion
  2. a rebuttal that disputed what the other team said in its opening with many facts/less opinion
  3. a closing that restated (not repeated) your position and presented the strongest argument for YOUR
     side of the issue using many facts and less opinion
- You followed your script without being prompted for the opening/closing or used strong improvisation for the
  rebuttal (5 pts.)
- You cited at least two sources stating the name and/or title of the source for any facts quoted from these sources
  and cited all sources as necessary to avoid plagiarism (10 pts.)
- You had enough information to present to the class which showed you clearly did your research (5 pts.)
- You spoke during the S.P.A.R. asking and answering questions (15 pts.)
- You typed ten questions ahead of time to ask during the S.P.A.R. (10 pts.)

Delivery………………………………………………………………….………...……..__________/40

- You acted and dressed appropriately and professionally (10 pts.)
- You seemed relaxed and confident, not overly nervous and spoke loudly and clearly, so we could hear and
  understand you (5 pts.)
- You maintained good eye contact instead of reading notes (10 pts.)
- You avoided verbal garbage such as: like, um, O.K., etc. (5 pts.)
- Your posture was correct: no leaning on the podium, leaning on one foot, etc. (5 pts.)
- You spoke within the time limit designated, not too long so you had to be cut off or too short (5 pts.)

Total Points Earned……………………………………………………………………..__________/100

18
Debate Resolution PRO: Men should wear high heels/lifts. CON: Men should not wear high heels/lifts.

PRO Opening Statement Using the articles that appear next in this packet, write two facts from any of the articles that the PRO side could mention in an opening statement. To avoid plagiarism, make sure to include an in-text citation for each fact.

1. 

2. 

CON Opening Statement Using the articles that appear next in this packet, write two facts from any of the articles that the CON side could mention in an opening statement. To avoid plagiarism, make sure to include an in-text citation for each fact.

1. 

2. 

turn over for more
PRO or CON (circle one) Rebuttal  Using the articles that appear next in this packet, write two facts from any of the articles that you could mention in your rebuttal. To avoid plagiarism, make sure to include an in-text citation for each fact.

1.

2.

PRO or CON (circle one) Closing  What are the strongest points you will make in your closing? Using the articles that appear next in this packet, write two facts from any of the articles that you could mention in a closing statement. To avoid plagiarism, make sure to include an in-text citation for each fact.

1.

2.

That’s the end of this RN!
Men Should Wear High Heels/Lifts: Opening Statement—PRO Side

Girls, when choosing someone to date, what is the first thing you look for? For many it is height. Women like to date men who are taller than them. Plus, many women today are wearing heels to make them 3 to 4 inches taller. With the average woman being around 5’5”, that makes most women 5’8” or taller according to the article “Average Height” from the website halls.md. Therefore, many women are looking for men about six feet tall. What about all the short men? I contend that in order for many short men to be more “datable,” they should wear high heels or lifts.

According to the article “Height Bias” found online in Height Magazine, “Taller men are more likely to be married and to have more children.” So tall men have advantages already, and yet it is WOMEN who wear heels that help them appear taller? How does that make sense when the same article concludes: “Studies have shown that women of below average height are more likely to be married and have children than women of above average height.” All in all, with men wanting shorter women, and women wanting taller men, how does it make sense that it is women who wear shoes that make them taller, when in reality it should be men?

Heightism, the act of discriminating against someone because of height, does not only rear its ugly head in the dating world, but it also makes an appearance in the work force. According the American Psychological Association’s online journal, author M. Dittmann states in his article “Standing Tall Pays Off, Study Finds,” “[For men] in the workplace, each inch above average may be worth $789 more per year.” Apparently, men get paid more if they appear taller, so why is it socially unacceptable for men to increase their earning potential by increasing their height? The idea that “heels are for girls” is both sexist and stupid with its stigmatizing generalizations. What are the
advantages of women wearing heels? Nothing but the appearance of longer legs, while the advantages for men wearing heels to increase their height means a greater earning potential which would be beneficial to both men and their female spouses.

In conclusion, if looked at logically without the emotional appeal of “fashion,” it actually makes more sense for men to be the ones wearing high heels or lifts. There are many reasons for men to be tall, and the only reason against it is that it is considered “feminine.” Well, wearing pants used to be considered masculine until women started wearing them, too. Men, step up and take control of your own destiny and your own wardrobe. Create a new style: “the man heel!”
Works Cited


Good SPAR Questions—PRO Side

1. What exactly about heels makes them “feminine”?
2. What are the advantages to women appearing taller?
3. How many other fashion styles have become acceptable for women to wear even though they
   were first created for men’s fashion? Answers: suits, baseball caps, ties
4. If women can wear ties and still appear feminine, why couldn’t men wear heels and still
   appear masculine?
5. Cowboy boots have heels and are considered masculine, so why can’t heels be added to other
   shoes?

Poor SPAR Questions*--PRO Side

6. Why don’t you like high heels?
7. What are high heels?
8. How much do high heels cost?
9. How much do flat shoes cost?
10. What color is the best for high heels?

*Students—You must each type ten different and good SPAR questions!
Men Should Wear High Heels/Lifts: Rebuttal—PRO Side

All facts from *Worldy Popular: The Free Encyclopedia*

- Findings suggest that someone who is 6 feet tall earns, on average, nearly $166,000 more during a 30-year career than someone who is 5 feet 5 inches.
- Height bias in the workplace influences interactions and salaries just as surely as attractiveness, weight and body image do.
- Height has nothing to do with how well a person can perform a job.
- Many short persons report they are not taken seriously in the workplace or by their peers because of their smaller stature.
- There are many “cool” people who are short.
  - Musician Prince, who is 5’2”, wears shoes with heels; and he’s had a very successful career.
- George Constanza from *Seinfeld* is the short character who never has a girlfriend and is always unemployed. Why is this type of stereotyping on TV acceptable?
- Short political candidates are less likely to be elected.
- Of 54 U.S. presidents, only 13 have been considered “shorter.”
- Heightism is cited as one of the underlying causes of the Rwandan Genocide, where one million people were killed.
- Shorter men are often denied leading roles in Hollywood.
- Show pictures from *HeightGrowthShoes.com* website.
Visual Evidence (Optional)
Men Should Wear High Heels/Lifts: Closing Statement—PRO Side

Why should such trivial issues as looking fashionable and appearing “feminine” dictate the common sense of men? If being taller increases earning and dating potential, it seems ridiculous that fashion should dictate that men not do everything in their power to succeed in life and business. Being tall inspires confidence: “Tall people may have greater self-esteem and social confidence than shorter people” says Worldy Popular: The Free Encyclopedia in its entry entitled “Heightism.” Many perceive tall people as leaders.

According the same article from the Wordly Popular site, “Research shows that shorter persons are more likely to be victims of bullying.” So not only do shorter men make less money and have less opportunity for dating, but others often pick on them. Why let that happen when the easy solution is to wear shoes with lifts?

Being short is often portrayed in the media as being a loser. “Examples of characters whose short stature is exploited for comic value are: Lord Farquaad from Shrek and Gimli from The Lord of the Rings” states the “List of Famous Short Men” also from the Worldy Popular website. It is considered socially acceptable to tease men about being short, yet people cannot tease about other issues such as race or religion. If this is not downright discrimination, it is most certainly at least stereotyping. Just because some ignorant people believe it is not manly to wear heels does not make it true. The world was once thought to be flat, until someone proved that wrong. Do the same! Take control of your own life—change fashion--change the world--wear heels, guys!
Works Cited


Good SPAR Questions—CON Side

1. In your opening statement, Pro side, you quoted a source from the website called halls.md. I’ve never heard of that site, so please explain why that site is a credible/trustworthy source?

2. Why do women get to wear men’s clothing, yet men cannot wear women’s without there being a backlash?

3. Does having society say something is true make it right?

4. Would you rather date a tall man or a “successful” man because plenty of short men are successful?

*Students—You must each type ten different and good SPAR questions!
Debate Reflection Handout

Directions: Please complete the following and be as honest as you can be. Only Mrs. Rafalski will see your responses.

1. What grade do you think you deserve for your debate presentation? A  B  C  D  F (circle one)

2. Why do you think you deserve this grade?

3. What grade do you think your partner(s) deserve(s) for his/her debate presentation(s)?
   Partner’s name ______________________: A  B  C  D  F
   Partner’s name (if in group of three) ______________________: A  B  C  D  F

4. Why do you think he/she deserves this grade?

5. Of all the debate presentations you watched, which one did you like the best? (You cannot choose your own debate. 😊)

6. Why did you like this debate the best?

7. If you had this debate presentation to do all over again, what would you do differently?

Turn over
8. What other topic(s) do you think would be good for next year’s debates?

9. Look back at the goals you listed at the bottom of the communication checkup on page one of your public speaking unit packet. Now that the unit is over, have you met your goals? Yes/No (circle one). If so, what other communication goal could you now work on?

   If no, what can you do in the future to attempt to meet these goals?

10. What did you like BEST about this public speaking unit?

11. What should be changed about this unit to improve it in the future?

That’s the end of this unit—congratulations on participating in one of mankind’s biggest fears—public speaking! Hopefully, you met some (if not all!) of the goals you set for yourself during this unit.