

## Description of Presentation Assignments

The following applies to all presentations:

- (1) On your scheduled speaking day, you are to come prepared to speak.
- (2) While presenting, you will only be permitted to use note cards, not a full sheet of paper. Your note cards may not include full sentences – only bullet points. I will check notes.
- (3) You are expected to adhere to the time requirements for the speaking assignments. Points will be deducted for being significantly under or over the limit (you are given a 30 second grace period). You may ask for time signals to be given while you speak.
- (4) All presentations must meet the requirements of the assignment. They must be clearly organized with an introduction, thesis, main points, transitions, internal summaries, and conclusion.
- (5) Whenever possible, your topics should help broaden and expand not only the speaker's worldview, but the audience's as well. Topics that explore multicultural issues should be investigated. One of the great powers of oratory is to give a voice to people and views not frequently heard.

### Joke Telling Assignment

Time limit: .5-1 minute

Who doesn't like to laugh? For this assignment, you are to present about 1 minute's worth of jokes in front of the class; this may be one joke or a series of jokes.

<i>Your joke(s) should:</i>	<i>Your should NOT:</i>
<ul style="list-style-type: none"><li>• Be funny</li></ul>	<ul style="list-style-type: none"><li>• Inappropriate (no foul language, insults, or derogatory comments of any kind)</li></ul>
<ul style="list-style-type: none"><li>• Involve speaking</li></ul>	<ul style="list-style-type: none"><li>• Require props or visual aids</li></ul>
<ul style="list-style-type: none"><li>• Provide you an opportunity to speak in front of your peers</li></ul>	<ul style="list-style-type: none"><li>• Be less than 30 seconds long</li></ul>

### Show and Tell Presentation

Time limit: 1-1.5 minutes

Who can forget one of the most exciting things about kindergarten? No, I am not talking about snack or nap time, rather I am referring to Show and Tell! Now, you have an opportunity to relive a part of your history. For this assignment, you are to bring in an object and share with the class why it has special significance to you. Your presentation is to last no longer than two minutes.

Your grade will be based on how well you present and share.

<i>Your Show &amp; Tell Object should:</i>	<i>Your Show &amp; Tell Object should NOT:</i>
<ul style="list-style-type: none"><li>• Be something that has special significance to you</li></ul>	<ul style="list-style-type: none"><li>• Be alive, illegal, or inappropriate</li></ul>
<ul style="list-style-type: none"><li>• Something you will not mind passing around</li></ul>	<ul style="list-style-type: none"><li>• Be fragile or extremely expensive</li></ul>
<ul style="list-style-type: none"><li>• Give us insight into you and your personality</li></ul>	

### **Deviant for a Day Presentation**

**Time limit: 1.5-2 minutes per person**

Our communication is governed by a set of implicit norms to which we all conform. For this assignment, you and your partner will each be required to violate one communication norm of your choice (I must approve it) in three separate situations each – 6 total. Your partner's job is to observe you and your "victim's" response. Together, you and your partner will present the results of your deviant experiments in front of the class.

(1) Select a communication norm and get my approval on it. Samples include:

- Speaking in gibberish
- Speaking too loudly or too softly
- Not looking at people when talking
- Standing extremely close when speaking
- Asking only questions
- Asking very personal questions

(2) With your partner, you will stand in front of the class and describe what your deviance was, why you chose your norm to violate, your "victims'" reactions, and how you felt being deviant. Your presentation should be balanced between the partners, practiced ahead of time, and address the following:

- What communication norm you set out to violate and why did you choose this norm
- Briefly describe each of your experimental situations: What did you do, how did the other(s) involved respond, how did you feel being deviant?
- What did you learn from this experience of being a deviant.

### **Children's Poem Reading**

**Time limit: 2-3 minutes**

As a means to practice speech delivery, you will be required to bring a copy of one children's poem to class or one or more children's poems. This poem must be targeted at kids under the age of ten and should be written in some form of rhyme.

You will be allowed to have the poem with you. While reading, do try to make some eye contact with your audience. Also, please try to gesture. You will be evaluated on your poise, practice, and delivery. Before starting your speech, your first sentence must tell us the name of the poem and the author.

A good place to look for these types of poems is a children's library or online.

## Interview Presentation

### **Time limit: 2-3 minutes of presentation and up to 1 minute of question answering**

For this assignment, we will be simulating a “real-world” interview. You will be provided with information about a company’s job for which you will pretend to be applying. Rather than an interactive interview, you will give a self-introductory speech that will be followed by a few questions that you will need to answer. Your speech is to be organized using the outline that we discuss in class. You are to have a clear thesis (e.g., I am the right person for this job) that may be a bit persuasive, but the rest of your presentation is to be informative in nature. You may use a note card during the speech, but not the question portion. *An outline will be required*; I will review your outline prior to your speech and I will collect it on the day of the speech.

To assist in answering the questions, you will be provided with a list of all questions that might be asked. You will be required to turn in your answers to these questions in advance.

*Treat this as a real interview.* You are to dress in professional, business attire for this presentation. Guys: Suits or slacks with a button down shirt would be appropriate. Gals: Suits or nice slacks/skirts. Please dress for success!

Experts advise that successful interview candidates are:

- *Prepared* – homework has been done on the company and the position
- *Honest* – answer all questions truthfully and completely
- *Engaging* – pay attention to the questions asked and provide interesting information

## Group Informative Speech

### **Time limit: 6-9 minutes total**

As a group, your assignment is to inform the class about an interesting topic that you will choose from a list that I will provide. The purpose of this speech is to have your group provide a cohesive and coherent presentation on some topic that is relevant to the purpose of this course. This is not to be a persuasive speech! Rather than having separate speeches linked together by the same topic, this assignment requires that you as a group present one entire speech on your chosen topic. Each group member is expected to contribute equally to the planning and delivering of this presentation (that is, each group member is to present for 2-3 minutes).

It is important that your group see eye-to-eye on your topic selection, organization, and delivery. Although time will be set aside in class for you to work in your groups, you most likely will need to work outside of class too. The underlying goal of this assignment is to force you to focus on decision making and organization since you not only have to decide on how to cover your topic, but you must organize both your section of the presentation while having each member’s portion fit into the overall organization of the presentation.

Your group is to integrate three outside sources of information (one must be from books, magazines, interviews, etc). You will turn in one complete group reference list on the day you speak. Additionally, you will submit one, unified outline that shows your complete group organization and speaking order. I will provide a sample structure for your outline.

Your grade for this speech will be a combination of both individual and group performance. That is, the overall group presentation’s organization, coherence, and cohesiveness will factor into each individual member’s grade. Yet, each individual will be graded according to his or her delivery, organization, etc. You will each submit a Group Member Evaluation form to provide me with insight into your group’s inner workings.

## **Persuasive Speech**

**Time limit: 3-4 minutes**

For this presentation, you and a partner will work together to present two speeches on both sides of a controversial topic. You are to convince your audience to see a particular issue the same way that you do. The topic may be one of your choosing, but try not to pick a topic that has received a lot of recent media attention unless you have a fresh perspective on it or a passion for it. You should demonstrate an ability to integrate solid research into a well-developed and well-reasoned argument. It is a good idea, although not required, that you propose a specific course of action for your audience. If your topic does not lend itself to presenting a course of action, then you might at least try to gain passive agreement from your audience members. You will be required to integrate four outside sources of information (two must be from books, magazines, interviews, etc) into each speech. You will turn in your reference lists as part of your outlines (see below) on the day you speak.

Specifically, you will deliver two speeches (you will give one and your partner another). One speech is to advocate for your topic (e.g., increasing the driving age to 18) and the other is to argue for keeping things the way they are (e.g., leaving the driving age at 16). While you may work with your partner to conduct research and structure your speech, you will each need to submit your own outline. Your outlines are due at the time of your presentations.

Your grade will be based upon your ability to construct a coherent, well-reasoned, and well-supported argument. Organization and delivery skills are of the utmost importance to presenting and effective persuasive appeal.

## **Nobel Peace Prize Acceptance Speeches**

**Time limit: 2-3 minutes**

Your assignment is to deliver write and deliver a Nobel Peace Prize acceptance speech. *You are to pretend that for several long and hard years, you worked to bring peace to the fractious and often harmful fighting between the Southern and Northern Californians.* Your speech is to follow the typical format of the Nobel Prize acceptance speeches that we reviewed in class. Your speech should provide us with a brief history of the event that you solved as well as discuss its importance and how you resolved it.

In your speech, you must make use of at least *four* of the stylistic devices that we discussed in class. *Unlike previous speeches in class, you may write out a script of your speech and have the script with you on a podium when you present.* Your four devices must be underlined or highlighted and labeled on your script.

## **Description of Additional Assignments**

### **Presentation Evaluations**

You will be asked to complete an evaluation form of a subset of your peers in class. I will incorporate your feedback onto the evaluation sheets that I provide your fellow students.

### **Sample Speech Outline**

As part of our discussion of speech organization, you will be provided with a sample speech for which you are to type up a complete outline using the format we will discuss in class.

### **Self-evaluations**

When you present your Interview and Selling speeches, you will be videotaped (on a tape that you provide). You will be required to review your performance and evaluate it. Your review needs to be typed, grammatically correct and at least 250 words. Please see the sample provided. You should provide the following information:

- (1) Feelings about giving the speech
- (2) Two strengths (hopefully one about delivery and the other content)
- (3) Two areas of improvement (hopefully one about delivery and the other content)
- (4) Two specific actions that you will take to make your next presentation better. These are not to be repeated from the items above.

Watching yourself on videotape can be embarrassing; however, if you really pay attention to what is happening on the monitor, you can learn a lot. Look not only for things on which you need to improve, but notice the things that you do well! I would like you to watch your presentation at least twice. Turning the sound off on your second viewing. Your grade will be based on your ability to assess your speaking skills, suggest improvements, and follow the required format.

### **Historical Nobel Prize Acceptance Speeches**

You are to find and print out a copy of a Nobel Prize winner's acceptance speech. The speech you choose can be in any Nobel Prize category area; however, Nobel Peace Prize and Nobel Literature Prize winners often give the most stylistic speeches.

You are to bring two copy of this speech with you to the class on the day assigned. We will analyze this speech for the use of stylistic devices. To find an acceptance speech try:  
<http://www.almaz.com/nobel/>

## Final Project Papers

For your Final Project, you have a choice between the following two options. I really hope you consider the CCP option because of the value of your learning experience. However, either option is acceptable. If you choose the CCP option, you will need to make this decision early on so you can be assigned an ESL partner.

### ***Cross Cultural Partners (CCP) Option***

#### **Requirements:**

- Sign up and fully participate as a CCP English-Speaking partner
- Attend required program and partner meetings
- Type at least a 1000 word, grammatically correct essay that follows the outline below

#### **Cross Cultural Partners (CCP):**

De Anza's CCP seeks to promote cross cultural friendships and improve English language communication between De Anza College students from English as a Second Language (ESL) and non-ESL classes, thus enhancing understanding and appreciation for cultural diversity in an informal and relaxed atmosphere. To learn more about this program, please visit: <http://www.deanza.fhda.edu/ccpartners/index.html>

#### **Essay Outline (you must include these topics):**

- CCP partner: Introduce the reader to your partner and share some of the things you learned about him or her in your conversations. What topics did you discuss? What similarities did you find? What were some of your cultural differences?
- Communication: Tell the reader about your analysis of the communication between you and your partner. What did you learn about communicating with people from different cultures? What communication skills did you find useful or necessary to aid in your communication? What are your strengths as a communication? What are some areas for improvement?
- Evaluation of CCP: Inform the reader of your opinions of the Cross Cultural Communication Program. What things did you enjoy about the program? What did you not like about the program? What suggestions would you make to improve the program? How can the CCP get and retain more English speaking partners?

### ***Speech Comparison Option***

#### **Requirements:**

- Pick one of the two pairs of speeches (Pair A or Pair B) at the end of this packet
- Type at least a 2,000 word, grammatically correct essay that follows the outline below

#### **Topics to compare and discuss:**

- Identify the topic and/or purpose of each speech. Be sure to identify the speakers' names.
- What themes do the two speeches have in common? In what other ways are the speeches similar?
- What techniques do the speakers use to get their points across? See *handout on stylistic devices*. For example, do they use comparisons, repetition, vivid language, etc.?
- Are the speeches effective at achieving their respective goals? If yes, why?
- Which speech is more effective? Why? What could make this speech more effective?

## Vocal Warm Up Exercises

Say each pair of words so that a listener can distinguish which is being said:

- |                       |                   |
|-----------------------|-------------------|
| 1. a nice house       | an ice house      |
| 2. ice cream          | I scream          |
| 3. an aim             | a name            |
| 4. comic's trip       | comic strip       |
| 5. icy                | I see             |
| 6. eye strain         | ice train         |
| 7. summer school      | summer's cool     |
| 8. Nick's car         | Nick's scar       |
| 9. a nice pick        | an ice pick       |
| 10. clock stop        | clock's top       |
| 11. heart throbbing   | hearth robbing    |
| 12. green Nile        | green isle        |
| 13. homemade          | home aid          |
| 14. go for            | gopher            |
| 15. lighthouse keeper | light housekeeper |

The following sentences allow you to say all of the sounds in the English language.

**One Hen**

**Two ducks**

**Three squawking geese**

**Four limerick oysters**

**Five corpulent porpoises**

**Six pair of Don Alversa's tweezers**

**Seven thousand warriors in full battle array**

**Eight brass monkeys from the ancient, sacred crypts of Egypt**

**Nine sympathetic, apathetic, diabetic old men on roller skates with a defined propensity toward procrastination and sloth**

**Ten lyrical, spherical, diabolical denizens of the deep, who halst all around the quo, quay, and quive all at the same time**

Say the following tongue twister:

**I slit a sheet; a sheet I slit, and on that slitted sheet, I sit.**

Last name: \_\_\_\_\_ First Name: \_\_\_\_\_

### Joke Telling Grading

Confidence: 0 1

Poise: 0 1

Clarity: 0 1

Volume: 0 1

Requirements met: 0 1

**TOTAL:** \_\_\_\_\_ / 5

### Show and Tell Grading

Object: \_\_\_\_\_

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

**Overall: (2 points each)**

Clear explanation of object: 0 1 2

Clear explanation of object's significance: 0 1 2

**Delivery: (1 point each)**

Confidence: 0 1

Poise: 0 1

Clarity: 0 1

Volume: 0 1

Connection to audience: 0 1

Time met: 0 1

**TOTAL:** \_\_\_\_\_ / 10

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Strengths:

Things to work on:

## Deviant for a Day Grading

Team member names:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

Deviant Act: \_\_\_\_\_

**Overall: (2 points each)**

Clear explanation of norm violate and deviant act::	0	1	2
Clear explanation of experiments and "victims" reactions:	0	1	2
Clear explanation of what was learned from this experience:	0	1	2
Organization/Coherence	0	1	2
Perceived effort -includes meeting time requirement	0	1	2

**TOTAL: \_\_\_\_\_ / 10**

Additional comments:



## **Video Game Product Manager**

EA Sports is looking for energetic, experienced product managers to help define and launch new video games. These games may be for entertainment or education purposes. An EA Video Game Product Manager works directly with game programmers and customer outreach personnel to assist in ensuring EA games are of the highest quality and sell well. A Video Game Product Manager provides direction, guidance, and feedback, while championing the conceptualization, development, release, and sales of a particular game. EA Sports prides itself on its game play, customer satisfaction, and revenue generation.

### ***Customers***

An EA Video Game Product Manager serves these audiences:

- Product Development
- Sales and Marketing
- Customers
- Release Management

### ***Responsibilities***

An EA Video Game Product Manager has several responsibilities:

- Assess market needs and game demands
- Define games specifications and target markets
- Write proposals for new games
- Create sales and marketing plans
- Sell specific games
- Participate in focus groups
- Adhere to corporate policies
- Incorporate feedback into day-to-day activities
- Work evening, weekends, and holidays as needed

### ***Desired Skills***

- Knowledge of gaming
- Attention to detail
- Customer service focus
- Product management background preferred
- Team work and group focus



**Contact:**

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**ELECTRONIC ARTS  
CORPORATE INFORMATION**

**FOUNDED:** 1982

**OWNERSHIP:** Public (Nasdaq: ERTS)

**HEADQUARTERS:** Redwood City, California

**REVENUES:** \$1.7 billion for fiscal 2002

**EMPLOYEES:** 3800 worldwide

**BACKGROUND:** Electronic Arts (EA) is the world's leading independent developer and publisher of interactive entertainment software for personal computers and advanced entertainment systems such as the PlayStation®2 Computer Entertainment System, the PlayStation®, Xbox™ video game console from Microsoft, the Nintendo GameCube™ and the Game Boy® Advance.

Building on its success as a top developer of interactive home entertainment software for video game systems EA has become the leading third-party developer on next generation hardware creating software for consoles and PCs.

Combining diverse media such as video, photographic images, motion capture, 3D face and body rendering technologies, computer graphics, and stereo sound with contributions from storywriters, film directors and musicians, EA uses technology and creativity to create mainstream entertainment through an interactive medium.

**EA BRANDS:** EA markets its products worldwide under five brand logos:

- **EA SPORTS™**
- **EA SPORTS BIG™**
- **EA GAMES™**
- **EA.COM<sup>SM</sup>**

Last name: \_\_\_\_\_ First name: \_\_\_\_\_

### **SAMPLE INTERVIEW QUESTIONS**

1. What are you looking for in a job?
2. Why are you interested in this job?
3. Explain how your previous experience makes you a good candidate for this job?
4. Describe what you would like your first 6 weeks in this job to be like.
5. Can you describe for me one or two of your most important accomplishments?
6. Everyone has strengths and weaknesses. What are your strong points for this job?
7. What would you say are personal areas needing improvement?
8. What kind of people do you find it most difficult to work with? Why?

9. What kind of job do you see yourself holding five years from now?
  
10. What kind of things do you feel most confident in doing?
  
11. Can you describe for me a difficult obstacle you have had to overcome? How did you handle it?
  
12. How would you describe yourself as a person?
  
13. What was the last major problem that you were confronted with? What action did you take on it?
  
14. Do you feel you work more effectively on a one to one basis or in a group situation?
  
15. Have you ever done any public or group speaking? Recently? Why? How did it go?
  
16. Describe your most significant success and failure in the last two years.
  
17. What do you like to do best?
  
18. What do you like to do least?

## Poem Reading Evaluation Form

Date:

Name:

### Summary:

Speech Author: \_\_\_\_\_

Fine Long Short

### Topic:

needs work: 1 2 3 4 5: excellent

comments:

Appropriate

1 2 3 4 5

Perceived effort

1 2 3 4 5

### Delivery:

Vocal variety/expression

1 2 3 4 5

Volume

1 2 3 4 5

Rate

1 2 3 4 5

Clarity

1 2 3 4 5

Enunciation

1 2 3 4 5

CONFIDENTIAL Group Member Self-Evaluation Your name: \_\_\_\_\_

Your group's name: \_\_\_\_\_

**TOTAL GROUP PROCESS**

1. What was the greatest strength to this group?

2. What was the greatest weakness to this group?

**INDIVIDUAL GROUP MEMBERS**

OVERALL: List three ways in which you had an IMPACT (positive/negative) on this group.

1-

2-

3-

Place your group members' names in the spaces provided. Consider each criteria and make the best judgement you can based on your group experience. Give a score from **0 to 3** points for each criteria (3 represents "excellence"). Be sure to fill in some overall comments at the bottom.

Group Member's Names	Attendance	Participation	Cooperation	Quality	Completion	Total

Attendance: Came to meetings and notified other members when unable to attend.

Participation Level: Actively listened and contributed to discussions and showed commitment

Cooperation: Willingly worked together to accomplish group objectives.

Quality of Input: Brought resourceful, appropriate, and creative materials and ideas.

Completion of Tasks: Completed tasks on schedule, followed through and was reliable.

## Stylistic Speaking Devices

*Style* - vivid and varied wording that provides a vehicle for your personality to be expressed while emphasizing your message and increasing fidelity.

### Stylistic Tools

**Simile** - a comparison that bridges the gap between abstract & concrete which uses the words "like, as, a kind of"

"The U.S. might cause *a kind of peaceful chain reaction* in the field of arms reduction"  
-M. Gorbachev

**Metaphor** - a comparison that bridges the gap between abstract & concrete

Clarence Thomas expressed his anger over Anita Hill's accusations by describing them as a "*technological lynching*."

**Vividness** - painting a detailed picture with your words

"I could see those staggering columns of the First World War bending under the soggy packs on many a weary march." -D. MacArthur

**Irony** - incongruity between what is said/expected and what happens

"He [JFK] who gave all to contain violence, lost his all to violence." -A. Stevenson

**Imagery** - using words to arouse a strong feeling/emotion; often accompanies metaphors and is part of vividness

"[Hitler] has lighted a fire which will burn with a steady and consuming flame until the last vestiges of Nazi tyranny have been burned out of Europe." -W. Churchill

**Hyperbole** - intentional exaggeration to force people to realize a point

"It is no longer the choice between violence and nonviolence in this world, it's nonviolence or nonexistence." -MLK Jr.

**Alliteration** - repetition of the same consonant sound at the start of words

"...the strange, *mournful mutter* of the battlefield." -D. MacArthur

**Anaphora** - repetition of a key word or phrase

"But in a larger sense, *we can not* dedicate -- *we can not* consecrate -- *we can not* hallow this ground." -A. Lincoln

**Antithesis** - emphasizing contrasting ideas

"I come to bury Caesar, not to praise him." -Mark Antony in Julius Caesar

**Inversion** - switching normal word order to add emphasis

"*Ask not* for whom the bell tolls. It tolls for thee." -J. Donne

**Reversal** - switching meaning to add emphasis and invoke emotion

"I was born in the slum, but the slum wasn't born in me." -J. Jackson

**Assonance** - repetition in which different words with the same or similar vowel sounds occur successively in words with different consonants

"We are witnessing today a coupling of ideology and theology that threatens our ability"  
-B. Moyers

**Consonance** - repetition in which different words with the same or similar consonants sounds occur successively

"The gloves didn't fit. If it doesn't fit, you must acquit." - J. Cochran

**Pair A            Gettysburg Address by Abraham Lincoln**

November, 19 1863

**Occasion: Given during the Civil War at the dedication of Gettysburg National Cemetery**

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Four-score and seven years ago, our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battle field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that this nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we can not dedicate — we can not consecrate — we can not hallow — this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be here dedicated to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from the earth.

**Pair A            The World Will Always Remember Sept. 11th by George W. Bush**

December 11, 2001

"A great writer has said that the struggle of humanity against tyranny is the struggle of memory against forgetting. When we fight terror, we fight tyranny; and so we remember. We remember the perfect blueness of the sky that Tuesday morning. We remember the children traveling without their mothers when their planes were hijacked.

"We remember the cruelty of the murderers and the pain and anguish of the murdered. Every one of the innocents who died on September the 11th was the most important person on earth to somebody. Every death extinguished a world.

"We remember the courage of the rescue workers and the outpouring of friendship and sympathy from nations around the world. We remember how we felt that day: our sadness, the surge of love for our country, our anger, and our determination to right this huge wrong.

"Today, the wrong is being righted and justice is being done. We still have far to go. And many dangers lie ahead. Yet, there can be no doubt how this conflict will end. Our enemies have made the mistake that America's enemies always make. They saw liberty and thought they saw weakness. And now, they see defeat.

"In time, this war will end. But our remembrance never will. All around this beautiful city are statues of our heroes, memorials, museums and archives that preserve our national experience, our achievements and our failures, our defeats and our victories.

"This republic is young, but its memory is long. Now, we have inscribed a new memory alongside those others. It's a memory of tragedy and shock, of loss and mourning. But not only of loss and mourning. It's also a memory of bravery and self-sacrifice, and the love that lays down its life for a friend -- even a friend whose name it never knew.

"We are privileged to have with us the families of many of the heroes on September the 11th, including the family of Jeremy Glick of Flight 93. His courage and self-sacrifice may have saved the White House. It is right and fitting that it is here we pay our respects.

"In time, perhaps, we will mark the memory of September the 11th in stone and metal -- something we can show children as yet unborn to help them understand what happened on this minute and on this day.

"But for those of us who lived through these events, the only marker we'll ever need is the tick of a clock at the 46th minute of the eighth hour of the 11th day. We will remember where we were and how we felt. We will remember the dead and what we owe them. We will remember what we lost and what we found.

"And in our time, we will honor the memory of the 11th day by doing our duty as citizens of this great country, freedom's home and freedoms defender. God bless."

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## Pair B      **Blood, Sweat, and Tears by Winston Churchill**

13 May 1940

On Friday evening last I received from His Majesty the mission to form a new administration. It was the evident will of Parliament and the nation that this should be conceived on the broadest possible basis and that it should include all parties. I have already completed the most important part of this task.

A war cabinet has been formed of five members, representing, with the Labour, Opposition, and Liberals, the unity of the nation. It was necessary that this should be done in one single day on account of the extreme urgency and rigor of events.

...

To form an administration of this scale and complexity is a serious undertaking in itself. But we are in the preliminary phase of one of the greatest battles in history. We are in action at many other points-in Norway and in Holland-and we have to be prepared in the Mediterranean. The air battle is continuing, and many preparations have to be made here at home.

In this crisis I think I may be pardoned if I do not address the House at any length today, and I hope that any of my friends and colleagues or former colleagues who are affected by the political reconstruction will make all allowances for any lack of ceremony with which it has been necessary to act.

I say to the House as I said to ministers who have joined this government, I have nothing to offer but blood, toil, tears, and sweat. We have before us an ordeal of the most grievous kind. We have before us many, many months of struggle and suffering.

You ask, what is our policy? I say it is to wage war by land, sea, and air. War with all our might and with all the strength God has given us, and to wage war against a monstrous tyranny never surpassed in the dark and lamentable catalogue of human crime. That is our policy.

You ask, what is our aim? I can answer in one word. It is victory. Victory at all costs - Victory in spite of all terrors - Victory, however long and hard the road may be, for without victory there is no survival.

Let that be realized. No survival for the British Empire, no survival for all that the British Empire has stood for, no survival for the urge, the impulse of the ages, that mankind shall move forward toward his goal.

I take up my task in buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. I feel entitled at this juncture, at this time, to claim the aid of all and to say, "Come then, let us go forward together with our united strength."

## Pair B      The War Inevitable by Patrick Henry

March 23, 1775

...The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country.

...

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and, having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House. Is it that insidious smile with which our petition has been lately received?

Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with those warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love?

Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other.

...

There is no longer any room for hope. If we wish to be free -- if we mean to preserve inviolate those inestimable privileges for which we have been so long contending -- if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained -- we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of hosts is all that is left us! They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength but irresolution and inaction?

Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. The millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us...it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable -- and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace -- but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take but as for me: give me liberty or give me death.

## Common Mispronunciations

<b><u>Wrong</u></b>	<b><u>Correct</u></b>
acrossed	<b>across</b>
aks	<b>ask</b>
bidness	<b>business</b>
cannidate	<b>candidate</b>
close	<b>clothes</b>
excape	<b>escape</b>
excetera	<b>et cetera</b>
expecially	<b>especially</b>
Febyuary	<b>February</b>
fedral	<b>federal</b>
hung	<b>hanged</b>
hi-archy	<b>hierarchy</b>
interpretate	<b>interpret</b>
irregardless	<b>regardless</b>
idn't	<b>isn't</b>
libary	<b>library</b>
nucular	<b>nuclear</b>
orientate	<b>orient</b>
off-ten	<b>often</b>
prespire	<b>perspire</b>
proby	<b>probably</b>
silicone	<b>silicon</b>
snuck	<b>sneaked</b>
supposably	<b>supposedly</b>

## Sample Self-Review

### 1. Feelings about giving the informative speech:

Before giving this speech, I was not as nervous as I can get when I know I am going to have to give a public speech. While waiting for my turn, I sat at my desk, cleared my head, and took deep breaths. These relaxation steps really seemed to help me calm down. During my speech, I felt nervous about whether or not I was doing a sufficient job. After I finished, I was definitely relieved to have finished without any major problems and to have successfully conveyed my information to the audience. Overall, I am positive feeling about my speech, even though there were flaws.

### 2. Two Strengths:

- A. After watching the videotape of my speech, I saw that I made good eye contact. Although I used note cards, I did not let the cards distract me from delivering my speech to the audience. I spread my eye contact all throughout the room, and I did not look up or down too many times that it became noticeable.
- B. Another strength that I saw was that I didn't jumble my speech up, which is something I am known to do. I knew the flow of the speech I was giving and I knew the order of topics I wanted to talk about even without the note cards. I saw the confidence in the way I was speaking, which came from both the solid eye contact and the fact that I practiced my speech.

### 3. Two Weaknesses:

- A. I never really knew how much I swayed while giving a speech until I watched the video. It was amazing because I must have swayed back and forth at least 25 times. I honestly did not even know I did that until I watched the video so I am glad I am aware of it now. I must say, it made me look like I was very nervous and unprepared even though I was neither of these.
- B. The second weakness I noticed was my gesturing. I kept my hands inside the 3-second zone way beyond 3 seconds. I kept my hands together for long periods of time, which looked unprofessional and made me appear uncomfortable and on edge.

### 4. Two things you will do to make your next speech better:

- A. The first and most important thing I will do before giving my next speech is practice giving the speech without swaying all over the place. It really took away from the information I was conveying to my audience and I know that I can be up in front of the class without looking like a tree in the wind. In order to practice, I will rehearse my speech in front of my dad so he can tell me if I am swaying or not. Also, I can practice in front of a mirror so this time around I can look out for my swaying problem.
- B. In addition to working on my swaying, I really need to practice my gesturing. I need to work on gesturing outside of my chest area because when I don't it really is a distraction. I think even by being aware of my gesturing problem, I can work at it even in normal conversation with others. From now on, I will focus on my gestures while talking to my friends and really try to work on the gestures for my next speech.

## Sample Outline for Group Informative Speech

Group Name:

Group Members:

Topic: [Type topic]

General purpose: To inform the class about [topic].

Specific purpose: To show how [topic] relates to group communication and critical reasoning.

### I. Introduction

*Attention getter:* [some opening that catches our interest like a startling fact, quote, joke, etc.]

*Thesis:* [one clear and concise sentence that give your stance on your topic]

*Preview:* [list your main points in the order you intend to cover them]

Transition: [provide transitional word or phrase that leads into first main point]

### II. [Main point 1 that clearly supports thesis]

#### A. [Claim 1]

1. [evidence supporting claim 1]
2. [analysis of evidence and link to main point]

#### B. [Claim 2]

1. [evidence supporting claim 2]
2. [analysis of evidence and link to main point]

...

Transition: [provide transitional word or phrase that is followed by a brief review statement and a sign post]

### III. [Main point 2 that clearly supports thesis]

#### A. [Claim 1]

1. [evidence supporting claim 1]
2. [analysis of evidence and link to main point]

#### B. [Claim 2]

1. [evidence supporting claim 2]
2. [analysis of evidence and link to main point]

...

Transition: [provide transitional word or phrase that is followed by a brief review statement and a sign post]

### IV. [Main point 3 that clearly supports thesis]

#### A. [Claim 1]

1. [evidence supporting claim 1]
2. [analysis of evidence and link to main point]

#### B. [Claim 2]

1. [evidence supporting claim 2]
2. [analysis of evidence and link to main point]

...

Transition: [provide transitional word or phrase that leads into conclusion]

### V. Conclusion

*Review:* [review your main points and restate your thesis]

*Final thought:* [leave audience with a sense of closure and something to think about after you are done]

## Sample Final Paper: Speech Comparison

Abraham Lincoln's "Gettysburg Address" and George W. Bush's "The World Will Always Remember September 11<sup>th</sup>" have many things in common. Both speeches were written by Republican presidents at a turning point in our nation's history; they were written in remembrance of those whom were killed in the country's eternal fight for freedom and both speeches were meant to evoke patriotism in listeners.

"The Gettysburg Address" was written by Abraham Lincoln in 1863 after hundred of soldiers were killed during the fight at Gettysburg during the Civil War. He spoke to bring about a vision of equality in a nation torn apart by war. The point was to dedicate a portion of the battlefield to the fallen soldiers; the ones who had been killed during the battle. He wanted to show the American people that the loss of life on that day was actually a win for the Union. Lincoln also wanted to let people know that there was a point to the Civil War, that it's end would bring equality to a greatly segregated nation. The words "this nation, under God, shall have a new birth of freedom" were supposed to inspire Americans to look toward freedom and be grateful for the fact that they lived in a nation where it is acceptable to fight for their rights.

Likewise, George W. Bush's "The World Will Always Remember September 11<sup>th</sup>" was written to encourage Americans to remember what happened at the World Trade Center on September 11<sup>th</sup>, 2001. In a similar situation to Lincoln's, Bush was dedicating the site to the memory of those lost in the fight for freedom. He says that "[September 11<sup>th</sup> is a] memory of bravery and self sacrifice" and that the United States is "freedom's home and freedom's defender". The main point was to inspire Americans to look back on September 11<sup>th</sup> not as a tragedy but as a symbol of the war and struggle over freedom.

The two speeches are very similar in their content. Both speeches were written after a great tragedy with the idea of freedom in mind. They both aim to remind the listener that these tragic events took place because others envy Americas freedom. Both presidents ask their audience to remember the events not as a tragedy, but as part of a

greater fight. The speeches also share a goal of patriotism. They were both written to inspire the nation to bond together to fight war and social evils. The two speeches also came at a time when the United States needed guidance. In Lincoln's case, people were doubting the war. Many Americans thought that the Union would be defeated and that equality was just a distant dream. Bush's speech came when many feared everyday activities. Many Americans did not feel safe in their daily routines after seeing a typical Tuesday turn into one of the darkest days in history. In both cases people needed reassurance from a trusted leader and the speeches gave people hope again. Lincoln and Bush's speeches also focus on the fact that those particular days will never be forgotten. They both predict that those events will be remembered forever for the bravery and courage that was shown during such a tragedy. The writers of both speeches used these similar points and styles to comfort a mourning nation and guide it toward hope and patriotism.

To get their points across both speakers use similar methods. They both use repetition; Lincoln repeats the fact that the men who died on the field in Gettysburg died for freedom and equality. Bush repeats that September 11<sup>th</sup> is a day of bravery and "self sacrifice". He also reiterates the facts that those responsible for the attack will be punished and that America will never forget September 11<sup>th</sup> or what happened in New York City that day. This is done to remind the listeners of the importance of the event and the consequences that perpetrators will have to face.

The two speakers also use patriotic language. They repeatedly use words like "courage", "freedom", "devotion", "memories" and "honor". These words strengthen the speeches by reminding the listeners why they are there. The word choice reflects the goal of the speech. These words are inspirational and help the listeners connect with the speeches on a more emotional level.

Both speeches are effective in reaching their goals. Lincoln's dedication has stood for over a hundred years and is one of the most famous speeches in American history. Lincoln was able to convey his vision of equality through this speech.

Eventually his dream became more of a reality and even today the speech evokes emotion in Americans. Bush's speech was also effective in its goal. He stated that September 11<sup>th</sup> would not be forgotten and that the sacrifice and bravery would not be forgotten. Since the tragedy America has entered a war to fight for the freedom of other nations and the speech and events brought about one of the biggest waves of patriotism the country has ever seen.

Lincoln's speech was slightly more effective. Bush's speech and his motives behind the entire ordeal are seen as controversial. Many people believe he used September 11<sup>th</sup> as a gateway toward a war he wanted to fight. On the other hand, Lincoln's speech is seen as one of the greatest speeches in American history. It is posted at the Lincoln memorial and is a staple in classrooms across the nation. His speech was short and sweet; eventually his vision in the speech became a reality. His words have lived on for over a hundred years and his vision of a democracy became a reality. Lincoln's speech is one of the most inspirational and influential speeches in America's history while the effects of Bush's are yet to be complete.

## **Address delivered in Acceptance of Nobel Peace Prize by Martin Luther King, Jr.**

10 December 1964

Your Majesty, Your Royal Highness, Mr. President, excellencies, ladies and gentlemen: I accept the Nobel Prize for Peace at a moment when twenty-two million Negroes of the United States are engaged in a creative battle to end the long night of racial injustice. I accept this award on behalf of a civil rights movement which is moving with determination and a majestic scorn for risk and danger to establish a reign of freedom and a rule of justice.

I am mindful that only yesterday in Birmingham, Alabama, our children, crying out for brotherhood, were answered with fire hoses, snarling dogs, and even death. I am mindful that only yesterday in Philadelphia, Mississippi, young people seeking to secure the right to vote were brutalized and murdered. I am mindful that debilitating and grinding poverty afflicts my people and chains them to the lowest rung of the economic ladder.

Therefore, I must ask why this prize is awarded to a movement which is beleaguered and committed to unrelenting struggle, and to a movement which has not yet won the very peace and brotherhood which is the essence of the Nobel Prize. After contemplation, I conclude that this award, which I receive on behalf of that movement, is a profound recognition that nonviolence is the answer to the crucial political and moral questions of our time: the need for man to overcome oppression and violence without resorting to violence and oppression.

Civilization and violence are antithetical concepts. Negroes of the United States, following the people of India, have demonstrated that nonviolence is not sterile passivity, but a powerful moral force which makes for social transformation. Sooner or later, all the peoples of the world will have to discover a way to live together in peace, and thereby transform this pending cosmic elegy into a creative psalm of brotherhood. If this is to be achieved, man must evolve for all human conflict a method which rejects revenge, aggression, and retaliation. The foundation of such a method is love.

The torturous road which has led from Montgomery, Alabama, to Oslo bears witness to this truth, and this is a road over which millions of Negroes are traveling to find a new sense of dignity. This same road has opened for all Americans a new era of progress and hope. It has led to a new civil rights bill, and it will, I am convinced, be widened and lengthened into a superhighway of justice as Negro and white men in increasing numbers create alliances to overcome their common problems.

I accept this award today with an abiding faith in America and an audacious faith in the future of mankind. I refuse to accept despair as the final response to the ambiguities of history.

I refuse to accept the idea that the "is-ness" of man's present nature makes him morally incapable of reaching up for the eternal "ought-ness" that forever confronts him.

I refuse to accept the idea that man is mere flotsam and jetsam in the river of life, unable to influence the unfolding events which surround him.

I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality.

I refuse to accept the cynical notion that nation after nation must spiral down a militaristic stairway into the hell of nuclear annihilation.

I believe that unarmed truth and unconditional love will have the final word in reality. This is why right, temporarily defeated, is stronger than evil triumphant.

I believe that even amid today's mortar bursts and whining bullets, there is still hope for a brighter tomorrow.

I believe that wounded justice, lying prostrate on the blood-flowing streets of our nations, can be lifted from this dust of shame to reign supreme among the children of men.

I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, equality, and freedom for their spirits.

I believe that what self-centered men have torn down, men other-centered can build up.

I still believe that one day mankind will bow before the altars of God and be crowned triumphant over war and bloodshed and nonviolent redemptive goodwill proclaimed the rule of the land. And the lion and the lamb shall lie down together, and every man shall sit under his own vine and fig tree, and none shall be afraid.

I still believe that we shall overcome.

This faith can give us courage to face the uncertainties of the future. It will give our tired feet new strength as we continue our forward stride toward the city of freedom. When our days become dreary with low-hovering clouds and our nights become darker than a thousand midnights, we will know that we are living in the creative turmoil of a genuine civilization struggling to be born.

Today I come to Oslo as a trustee, inspired and with renewed dedication to humanity. I accept this prize on behalf of all men who love peace and brotherhood. I say I come as a trustee, for in the depths of my heart I am aware that this prize is much more than an honor to me personally. Every time I take a flight I am always mindful of the many people who make a successful journey possible, the known pilots and the unknown ground crew. You honor the dedicated pilots of our struggle, who have sat at the controls as the freedom movement soared into orbit. You honor, once again, Chief Lutuli of South Africa, whose struggles with and for his people are still met with the most brutal expression of man's inhumanity to man. You honor the ground crew, without whose labor and sacrifice the jet flights to freedom could never have left the earth. Most of these people will never make the headlines, and their names will never appear in *Who's Who*. Yet, when years have rolled past and when the blazing light of truth is focused on this marvelous age in which we live, men and women will know and children will be taught that we have a finer land, a better people, a more noble civilization because these humble children of God were willing to suffer for righteousness' sake.

I think Alfred Nobel would know what I mean when I say I accept this award in the spirit of a curator of some precious heirloom which he holds in trust for its true owners: all those to whom truth is beauty, and beauty, truth, and in whose eyes the beauty of genuine brotherhood and peace is more precious than diamonds or silver or gold. Thank you.

*Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.*

*First Amendment to the U.S. Constitution*

### **1. The First Amendment affirms the freedom of the individual.**

American government is based upon the concept that all human beings are born with certain rights or freedoms. The First Amendment guards these rights by prohibiting the government from denying citizens their rights. The government does not give us our rights. Its role is to guard the rights that we already have.

We, as individuals, have freedom of conscience. Religious liberty, or freedom of conscience, protects the beliefs of everyone, not just those of recognized faith communities. We are free to worship—or not to worship—as we choose. The government may not tell us what church, synagogue, mosque or temple to attend or whether, where and how we should pray.

As individuals, our ideas and beliefs are our own. We are free to develop and express our thoughts. Through our free press, we have access to a vast range of information. We may criticize our government if we see fit to do so. Judgments about ideas are for individuals to make, not for government to decree.

The First Amendment guarantees we may associate with people and join groups of our own choosing. We may ask or lobby the government to correct certain wrongs or support our beliefs.

### **2. Free expression is the foundation — the cornerstone — of democracy.**

The First Amendment is based on the premise that people who can freely share information (especially about their government) will be informed and able to make sound choices about what leaders to elect, what forms of government they want, what laws to enact. The freedom to exchange information about the government enables people to seek alternatives to bad government.

### **3. The First Amendment tells the government to keep its “hands off” our religion, our ideas, our ability to express ourselves.**

“Congress shall make no law ...” means that as far as possible the government may not interfere with our fundamental rights. The government may not pass laws that take away our First Amendment freedoms or that force us to express ideas—including religious beliefs—that we do not embrace. But the First Amendment is not absolute.

“No law” does not mean “absolutely no law.” For instance, human sacrifice cannot be permitted in the name of freedom of conscience. The Supreme Court has affirmed that some limits must be placed on our freedoms. The government, for example, may regulate the time, place and manner, but not regulate solely on the basis of the *content* of our beliefs, ideas, and expressions. We may need to hold a permit before we march in support of a particular cause, but we should not have to worry about the government telling us we have no right to believe in that cause or express that idea.

### **4. Other people have rights, too.**

The First Amendment is based upon the conviction that all human beings have inalienable rights. Our commitment to rights is inseparably linked to our civic responsibility to guard those rights for all others.

When faced with unpopular views or unrefined speech, members of the public may ask, “Why doesn’t the government do something about that?” The answer? Neither government nor a majority of the public has the authority to stop an unpopular idea.

Because the First Amendment belongs to everyone — to each individual — it encourages us to respect the right of others to hold their viewpoints and religious beliefs. The First Amendment protects minority viewpoints and helps us to understand that limiting the rights of some people may eventually limit the rights of all.

#### **5. When rights collide, government must balance them.**

Sometimes the government plays a role in balancing our rights. When two rights collide, tension and controversy may result. What happens, for example, when a person's right to a fair trial conflicts with our right to learn if a fair trial is actually taking place through accounts reported in our free press? What happens when an individual's right to personal privacy conflicts with the free flow of information? The government (through the courts) may make decisions that protect both rights to the fullest extent possible.

In addition to knowing where government officials draw the line when regulating expression, it is important to understand who may and may not control what we say or write or perform.

Public school administrators are government officials and, like city officials, have both power and limits regarding regulation of expression. Although students do not give up their First Amendment rights when they come to school, the United States Supreme Court has determined that school officials may restrict students' rights if the administrators determine that exercising those rights would interfere with the school's mission of educating its students. However, as government officials, they may not control or censor expression to the degree that a private organization or family might. The First Amendment does not apply to private school officials.

#### **6. The First Amendment helps us make choices.**

In the "marketplace of ideas," we may choose which views to support and which ones to reject. When all ideas are allowed to flourish, we — as individuals — may decide what ideas and concepts to question, embrace or reject.

First Amendment advocates say it best: The antidote to distasteful or hateful speech is not censorship, but more speech.

### **What do the words of the First Amendment mean?**

#### **Freedom of religion**

The First Amendment prevents the government from establishing an official religion. Citizens have freedom to attend a church, synagogue, temple or mosque of their choice — or not to attend at all. The First Amendment allows us to practice our religion the way we want to.

#### **Freedom of speech**

The First Amendment keeps the government from making laws that might stop us from saying what we think. People have the right to criticize the government and to share their opinions with others.

#### **Freedom of the press**

A free press means we can get information from many different sources. The government cannot control what is printed in newspapers and books, broadcast on TV or radio or offered online. Citizens can request time on television to respond to views with which they disagree; they may write letters to newspaper editors and hope those letters will be printed for others to see. They can pass out leaflets that give their opinions. They can have their own Web pages and offer their opinions to others through the many means made available by the Internet.

#### **Freedom of assembly**

Citizens can come together in public and private gatherings. They can join groups for political, religious, social or recreational purposes. By organizing to accomplish a common goal, citizens can spread their ideas more effectively.

## **Limits of Freedom of Speech**

*Does the First Amendment mean anyone can say anything at any time? No. The Supreme Court has rejected an interpretation of speech without limits. Because the First Amendment has such strong language, we begin with the presumption that speech is protected. Over the years, the courts have decided that a few other public interests override freedom of speech. There are no simple rules for determining when speech should be limited, but there are some general tests that help.*

### **Clear and Present Danger**

Will this act of speech create a dangerous situation? The First Amendment does not protect statements that are uttered to provoke violence or incite illegal action.

Justice Holmes, speaking for the unanimous Supreme Court, stated, “The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent.”

### **Fighting Words**

Was something said face-to-face that would incite immediate violence?

In *Chaplinsky v. New Hampshire*, the Supreme Court stated that the “English language has a number of words and expressions which by general consent [are] ‘fighting words’ when said without a disarming smile. . . . Such words, as ordinary men know, are likely to cause a fight.” The court determined that the New Hampshire statute in question “did no more than prohibit the face-to-face words plainly likely to cause a breach of the peace by the addressee, words whose speaking constitute a breach of the peace by the speaker — including ‘classical fighting words,’ words in current use less ‘classical’ but equally likely to cause violence, and other disorderly words, including profanity, obscenity and threats.” Jurisdictions may write statutes to punish verbal acts if the statutes are “carefully drawn so as not unduly to impair liberty of expression.”

### **Libel and Slander**

Was the statement false, or put in a context that makes true statements misleading? You do not have a constitutional right to tell lies that damage or defame the reputation of a person or organization.

### **Obscenity**

In June 1973 in *Miller v. California*, the Supreme Court held in a 5-to-4 decision that obscene materials do not enjoy First Amendment protection.

In *Miller v. California* (1973), the court refined the definition of “obscenity.”

In the three-part Miller test, three questions must receive affirmative responses for material to be considered “obscene”:

1. Would the average person, applying the contemporary community standards, viewing the work as a whole, find the work appeals to the prurient interest?
2. Does the work depict or describe sexual conduct in a patently offensive way?
3. Does the work taken as a whole lack serious literary, artistic, political, or scientific value?

One must distinguish “obscene” material, speech not protected by the First Amendment, from “indecent” material, speech protected for adults but not for children. The Supreme Court also ruled that “higher standards” may be established to protect minors from exposure to indecent material over the airwaves. In *FCC v. Pacifica Foundation* the court “recognized an interest in protecting minors from exposure to vulgar and offensive spoken language.”

### **Conflict with Other Legitimate Social or Governmental Interests**

Does the speech conflict with other compelling interests? For example, in times of war, there may be reasons to restrict First Amendment rights because of conflicts with national security.

### *Case Study 1*

#### **Permits and demonstrations**

A group of National Socialist Party of America members decided to hold a demonstration in a city with a large number of Jewish residents, many of whom survived the Holocaust. The party members wanted to display the swastika, a symbol of Nazi beliefs that for many people represents the Holocaust itself. The citizens of the city were not only deeply offended by the Nazis' beliefs but feared that violence would result if the National Socialist Party members were allowed to parade through their streets in uniform and distribute materials "inciting and promoting hatred against Jews . . . ." The city government passed several ordinances regulating public demonstrations. These ordinances required the organizers of any parade or assembly that involved more than 50 persons to obtain insurance coverage. The ordinances also gave the city council the authority to deny a permit for a demonstration if that demonstration might result in disorder. The council also banned demonstrations by members of groups wearing military-style uniforms, as well as all demonstrations that "incite violence, hatred, abuse, or hostility toward a person or group of persons by reasons or reference to religious, racial, ethnic, national, or religious affiliation." The National Socialist Party of America then sued, declaring the ordinances unconstitutionally interfered with their rights to free speech.

- Is this speech protected?
- If not, what harm might occur as a result of the speech?
- What value or right is conflicting with free speech in this case?

### *Case Study 2*

#### **Obscene or indecent phone calls**

The federal government passed a law making it illegal to offer commercial, interstate services that involved "obscene" or "indecent" telephone communications. The law was aimed at "dial-a-porn" services. These services provide a taped, sexually explicit message that is activated when customers dial a phone number. Customers are charged for the call. One company sued, claiming that the law was unconstitutional under the First Amendment.

- Is this speech protected?
- If not, what harm might occur as a result of the speech?
- What value or right is conflicting with free speech in this case?

### *Case Study 3*

#### **Student speech at school assemblies**

At a voluntary school assembly, a public high school student delivered a speech nominating a candidate for student government office. The school-sponsored activity was attended during the school day by approximately 600 students, many of whom were 14-year-olds. The student used a graphic, sexual metaphor throughout the speech. The speech began, "I know a man who is firm — he's firm in his pants, he's firm in his shirt, his character is firm — but most . . . of all, his belief in you, the students of Bethel, is firm."

Prior to the assembly, two teachers had advised the student, Matthew Fraser, not to give the speech because it was inappropriate. The next day the assistant principal notified him that his speech was in violation of the school's "disruptive-conduct rule." He was given an opportunity to explain his conduct. After admitting he knew he was using explicit sexual innuendo, Fraser was suspended and his name was removed from the list of potential graduation speakers.

- Is this speech protected?
- If not, what harm might occur as a result of the speech?
- What value or right is conflicting with free speech in this case?