

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"> • Be funny 	<ul style="list-style-type: none"> • Inappropriate (no foul language, insults, or derogatory comments of any kind)
<ul style="list-style-type: none"> • Involve speaking 	<ul style="list-style-type: none"> • Require props or visual aids
<ul style="list-style-type: none"> • Provide you an opportunity to speak in front of your peers 	<ul style="list-style-type: none"> • Be less than 30 seconds long

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

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.

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.

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.

1. Convey different meanings by varying the way you say the word "oh."

-That hurts!

-How beautiful!

-How disgusting!

-I'm so sorry

-What a surprise!

-You are so sweet

2. Convey different meanings by varying the way you emphasize the following:

- Did Steve get an A in his Speech class? (Did Steve really?)
- Did Steve get an A in his Speech class? (Was it really an A?)
- Did Steve get an A in his Speech class? (Are you sure it wasn't English?)

3. Use pauses to add emphasis and drama

- *Ask not what your country can do for you; ask what you can do for your country*
- *I know not what course others may take but as for me: give me liberty or give me death*

The Tone of Voice (Author Unknown)

It's not so much what you say
As the manner in which you say it;
It's not so much the language you use
As the tone in which you convey it;
"Come here!" I sharply said,
And the child cowered and wept.
"Come here," I said--
He looked and smiled
And straight to my lap he crept.
Words may be mild and fair
And the tone may pierce like a dart;
Words may be soft as the summer air
But the tone may break my heart;
For words come from the mind
Grow by study and art--
But tone leaps from the inner self
Revealing the state of the heart.
Whether you know it or not,
Whether you mean or care,
Gentleness, kindness, love, and hate,
Envy, anger, are there.
Then, would you quarrels avoid
And peace and love rejoice?
Keep anger not only out of your words--
Keep it out of your voice.

Common Mispronunciations

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

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

Strengths:

Things to work on:



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:

EA Headquarters
209 Redwood Shores Parkway
Redwood City, CA 94065
650-628-1500

**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.COMSM**

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?

Children's Poetry 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

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."

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.

Speech Outline Format

Topic: [Type topic]

General purpose: [To inform, persuade, honor, or accept]

Specific purpose: [General purpose] on [topic]

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 and Restate Thesis: [review your main points and state your thesis again]

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

Unsanitary Hotels by Kittie Grace, Hastings College

2,300,000 people in America sleep in a motel room each night. These people sleep in a bed that has been visited by thousands, brush their teeth in that same sink and even take a shower from the same tub, reports figures published in the January 13, 2000, *Denver Rocky Mountain News*. And recently, according to the August 8, 1999, *Hotel and Motel Management Journal* or *HMMJ*, in Atlantic City, NJ, two unsuspecting German tourists shared a motel room which had been cleaned that morning, but a foul smell permeated through the room. After the third complaint, housekeeping cleaned under the bed, finding the body of a dead man decomposing, all because housekeeping failed to clean under the bed, in the first place.

Fred Prassack, director of security and safety at the Peabody Orlando, lodging which is a mere four hours away, said of a similar incident in the February 7, 2000, *HMMJ*, "If the guestroom [appears] 'clean' [when a body is found] there's no reason it couldn't be available for rent later that day."

The information I'm about to present is so disturbing that you may subconsciously reject it. Hotel rooms are hazardous to your health. To fully comprehend the problem of hotel and motel room hazards, we will first, identify them, second we will observe the causes, and finally, I mean finally, solve this problem for good.

Given the nature of this audience, the problem of unsanitary hotel rooms affects each of us almost every weekend. The July 7, 1999, *HMMJ*, a journal that you would think would cover up hotel mistakes, warns more than 40 million people get sick, and 80,000 die each year from hand- and air-borne bacteria found in motels. This is particularly relevant when one considers that in Florida, no records are kept on the number of people with contagious diseases outside of tuberculosis and AIDS, reports the officials from the Florida State Department of Health in a personal interview on April 14, 2000. Implying that it is unknown how many workers in the hotel room are contagious.

If these records aren't kept then the number of people who become sick by staying in a hotel room may be greater than we think. With over 2 million people sleeping in a hotel each night, if the room is not cleaned appropriately you could become one of the 40-million-plus infected each year. In essence, we are playing Russian roulette with our health because we don't know if the room we are staying in is safe. In a research study conducted on 25 hotel and motel rooms from all over the country by *Prime Time Live*, every sampled blanket and bedspread had deposits which when analyzed by a lab turned out to be semen and urine. This can be explained by the simple fact that economically, blankets can't be washed after every stay according to the January 10, 2000, *HMMJ*. Unclean linen is a particular problem because we regenerate our entire skin more than once a month, notes the April 27, 1999, *Gazette*, implying that if sheets aren't changed, and rooms aren't cleaned, including under the bed, hundreds of thousands of cells remain when we check out. This becomes a biological banquet for bugs and bacteria that cause us physical harm. Jan Chung is one woman who received a rash from a \$180-a-night hotel room in New York due to unclean sheets.

Becoming infested with crabs is another risk unwashed hotel sheets pose, warns the New York University Medical Center. In the previously noted study, mold was also found on all bathroom floors, and high levels of bacteria were detected in 21 of the 25 rooms. Chuck Gerba, a microbiologist at the University of Arizona, conducted a similar study and found fecal contamination and *E. coli* on the hotel room phones and TV remotes. Dr. Gerba believed the culprit was a dirty rag, spreading germs instead of picking them up. Ice and coffee makers are also problem spots for motels, reports the September 6, 1999, *HMMJ*, because when not cleaned bacteria grows inside and infects you with the first cup or cube.

If you believe the problem is trivial, consider the fact that in 1998, Best Western was investigated by an independent inspection agency, Pricewaterhouse Coopers. The company found that the cleanliness of the rooms was atrocious and stated that by this year, 308 hotels will close their doors due to failed inspections. Other hotels have received health citations as well, states the *HMMJ*, July 19, 1999, including Howard Johnson, Wyndham, and the Hilton, which is the hotel chain the tournament hotel, DoubleTree, is affiliated with. We have identified this shocking problem; now we need to see why we are paying to suffer and sleep in other people's filth.

The causes are two-fold: hotel workers, and in-house hotel inspections. The July 2, 1999, *Detroit News* says that sometimes managers want rooms to be made up quickly, sometimes in 8 minutes or less if two cleaners work as a team. Jim McManemon, Vice President of the Ritz Carlton Hotel, states that "cleanliness" depends on the expertise of the people who are working and it is difficult to maintain capable employees. Which leads to an annual turnover rate for most hotels of 52% notes the March 24, 1999, *Atlanta Journal Constitution*. This means each year a hotel has to retrain its employees, making certification training essential. Therefore, there is little expertise in the cleaning industry, allowing hazards to ensue.

The second cause is in house hotel inspections. Motels and hotels are individually owned and operated, and therefore cannot be regulated by national inspections, reports employees from Econo Lodge, Super 8, and Best Western on September 12, 1999. Still, all three employers were quick to note that they were checked out twice a year by their own corporate chain inspectors. In other words the inspections were all done in-house. This causes another related problem. Because independent inspections are not conducted on all motels, there is no way to derive a direct link between unsanitary hotels and health hazards.

Essentially, the cause of this problem is circular. In-house inspections are used to deal with the problem. The problem isn't documented because in-house inspections don't require a formal report. Without a formal report, we will never know how bad the problem is. Until the problem can be documented, in-house inspections will continue. In-house inspections do work if the motel or hotel is a member of an independent regulatory agency such as the American Automobile Association or AAA because they conduct surprise inspections, reports the official AAA Web page last updated March 24, 2000. The ones we have to worry about are those who don't have independent inspectors because they are notified when they have to clean up their act.

The *Hotel and Motel Management Journal* even realizes how abhorrent our hotel room hazards are, and the causes of our hotel colds are clear; now we can look at a simple solution: quit forensics. But because no one, including me, is likely to carry out this solution, we can look at more pragmatic solutions on the governmental, industrial, and the personal levels.

On the governmental level, the state Department of Health should be the agency to oversee all inspections of hotels and motels that don't have independent inspectors. Because this independent agency inspects all state hospitals, hospices, health clinics, and assisted living homes, the agency can do the same for all motels and hotels, states the official Florida Department of Health web page, last updated April 12, 2000. On the industrial level, owners need to make sure their employees are certified cleaning professionals, but how? Outside consultants, or sanitation experts, must be used to instruct workers regarding proper cleaning procedures. Jim Abrams, executive V.P. of the California Hotel and Motel Association says that certification training is crucial to keep housekeepers aware of correct cleaning procedures, which include addressing usually neglected trouble spots such as bacteria-filled ice and coffee machines. The

Econo Lodge is one hotel implementing this type of training, states the August 2, 1999, *St. Petersburg Time*. Tim Shy, V.P. of the Econo Lodge says, "the Mr. Clean Housekeeping program has trained the staff to the point of certification. Guest complaints are now down 38%."

Realistically, the government may not effectively inspect every hotel and managers may not clean up their act, but there are still steps we can take to protect ourselves. Perhaps the easiest solution is to become a AAA member. For \$49 a year, among other items, you will receive this book which lists every hotel that has had a AAA inspection. Additionally, if you find unsanitary conditions in your hotel, ask to stay in a different room. Wash your hands as much as possible to protect you from most germs, says Dr. John Jernigan of Emory University. Also, we can make our own lightweight travel kit equipped with pillowcases, sheets, and a sanitizer. The 1999 *Adams Report* states that sanitizers, like Lysol or anti-bacterial spray kills 99.9 percent of common germs in seconds. If you still know that you have experienced hazardous hotel conditions take photographs of the room and contact local health authorities, reports the *Nolo's 2000 on-line Legal Encyclopedia*.

We have now uncovered the secrets of hazardous hotel rooms, examined the causes, and became reassured by solutions. The German couple's experience was not isolated. In 1994 the same scenario occurred, only this time, a five-foot-tall woman was found decomposing under a Miami Beach hotel bed. Because we know how to protect ourselves we should never fall victim to a hair-raising experience such as this. We should take the steps to protect ourselves, relax in the clean room, and sleep tight instead of letting the bedbugs bite.

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]