

SPCM 1061 – Speech Fundamentals

Course Materials

Prepared by

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for

Louisiana State University

Department of Speech Communication

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## SYLLABUS

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**Instructor:** H. Paul LeBlanc III  
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**TEXTBOOK:** Jeffery, R. C., & Peterson, O. (1989). Speech: A basic text (3rd ed.). New York: Harper and Row.

**COURSE DESCRIPTION:** Speech 1061 is designed to acquaint you with the fundamental techniques and basic principles essential to effective communication in most types of public speaking and to give you the opportunity to develop the skill in speaking through frequent practice and helpful criticism.

The course is divided into six units, each emphasizing a different aspect of speaking. Each unit consists of readings to acquaint you with important principles of speech, speaking performances to give you practice in mastering the techniques studied, and written exercises to aid you in developing a better understanding of the fundamental processes of speech. In addition to these assignments, you will be required to attend one meeting of the LSU Forum.

LSU Forum. The LSU Forum meets two or three times during the semester. The Forum is an informal, one hour audience-participation debate on some current topic of interest. Do not wait until the end of the semester to attend since seating is limited. You may be permitted to attend some other public speech or lecture if you are unable to attend the Forum because of a class or job conflict. Please note that a roll of students attending each meeting will be taken.

Speech Laboratory. Students in Speech 1061 are encouraged to take advantage of the facilities available for recording and listening to speeches in the Speech Laboratory, 151 Coates Hall. An attendant is on duty to assist you in the operation of the recorders.

Other Speech Activities. See accompanying handout.

**UNITS OF STUDY:** The following areas of public speaking will be covered in the course:

- I. The Nature and Purposes of Speech Communication
- II. Speech Subjects and Materials
- III. Organization
- IV. Delivery
- V. Persuasion
- VI. Language (Oral Style)

**TESTS:** There will be three tests, including the final, for this course. Each test will cover two units and consist of objective (multiple choice) questions, with the final including true or false, short answer, and a speech critique essay. The final will not be comprehensive, with the exception of the critique.

**COURSE REQUIREMENTS:** You must complete each assignment to receive a passing grade, but completion of each assignment does not guarantee that you will pass.

**GRADING:**

10% Speech Assignment I  
 15% Speech Assignment II (5% for outline)  
 20% Speech Assignment III (5% for outline)  
15% Speech Assignment IV  
 60% Presentation

10% Test One (Chapters 1-6, 12)  
 10% Test Two (Chapters 7-11)  
10% Final Exam (Chapters 13-17)  
 30% Tests

10% Class participation, and written exercises.

<b>GRADING SCALE</b>	
A	91-100
B	81-90
C	71-80
D	61-70
F	Below 61

**GRADING RATIONALE:**

"A" Exceptionally well-prepared completion of assignments indicating effort, individualized style, and impact expected of effective public speaking.

"B" Unusually well-prepared completion of assignment indicating original application of course materials and individual imagination distinctly superior to average effort.

"C" Satisfactory completion of assignment indicating effort normally expected of the majority of students (basic preparation, correct procedure, and disciplined technique.)

"D" Unsatisfactory completion of assignment indicating technical irregularity, misperceived objectives, and methods, and unorganized effort.

"F" Failure to complete assignment during the scheduled time through lack of evident effort.

**ATTENDANCE:** As taken from the General Catalog, students are expected to attend all classes. This is especially true on performance days, not only for those who will be giving speeches, but also for those in the audience. One of the most important functions of this course is to give you confidence to speak in front of a group. This cannot occur if half of the class is absent on performance days. The amount of time allocated for Speech Assignments is quite extensive and cannot be made up. The particular date for a student to give a speech will be decided in advance (the procedure will be explained) so that any possible conflicts can be avoided. If a student has an official school function to attend, the student should bring to the instructor, in advance, a letter from the appropriate Dean prior to the date of absence. Unexcused absences will amount to 10 points (1%) on regular class days and 20 points (2%) on performance days.

**DESCRIPTION OF MAJOR ASSIGNMENTS:**

Speech Assignment I: A 3-4 minute informative speech which demonstrates your understanding of the speech communication process, your ability to select and adapt a subject to create interest, and your implementation of ethical proof as a justification for ideas.

Speech Assignment II: A 4-5 minute informative speech which combines your personal experience with research from secondary sources. Your speech should demonstrate your ability to select and organize appropriate motivational appeals and supportive materials. Submit an outline of your speech. Basic standards of delivery should be employed.

Speech Assignment III: A 7-8 minute persuasive speech which formulates belief and initiates action through the use of evidence and argument.

Speech Assignment IV: A 5-6 minute commemorative speech of praise or celebration, an inspirational speech, or a speech to secure goodwill.

All Speeches should be delivered extemporaneously.

### RELATED SPEECH ACTIVITIES

**FORENSICS:** Students interested in debate, discussion, and other forensic activities may wish to participate in the LSU Forensics program sponsored by the Department of Speech Communication. Members of the forensics squad represent LSU at a variety of intercollegiate debate tournaments and contests for experienced and beginning speakers. Meetings are held weekly and anyone, regardless of experience, is eligible to participate. Interested persons should contact Dr. Harold Mixon, Department of Speech.

**UNIVERSITY THEATRE PRODUCTIONS:** The University Theatre presents five major theatre productions each year. Any student is eligible to audition for roles in these plays or to work on the costumes, sets, make-up, properties, and other backstage crews. Tryouts and production dates are announced in the Daily Reveille

**READERS THEATRE:** Readers Theatre is an organization interested in the oral interpretation of literature. Each semester the group presents several reading hours open to the public. If you are interested in becoming a member, contact Dr. Mary Francis HopKins, Department of Speech.

**INTERCLASS SPEAKING CONTESTS:** Each year the Department of Speech Communication sponsors two contests open to students in beginning speech courses. The contests are held near the end of the semester. In the fall an informative speaking contest is held, and in the spring a persuasive speaking contest is held. Your instructor will announce the exact dates of the contest during the course of the semester. A small cash prize and certificates are awarded to outstanding speakers.

**LSU FORUM SPEAKERS:** The LSU Forum is a semi-semester audience participation debate on some topic of current interest. The debate begins with two 7-minute speeches, one pro and one con, on the proposition. Thereafter, the debate is turned over to the audience for comments, questions, and arguments. Audience members are seated facing each other on either side of the hall depending on their convictions. At any time during the debate, if a participant changes his or her mind that person may cross over and sit on the other side.

Speakers for the initial 7-minute speeches are selected at tryouts a week in advance of each forum. Your instructor will announce Forum topics and tryout dates in class. If you are interested in participating in the Forum tryouts, simply sign up on the bulletin board outside 136 Coates Hall and prepare a 7-minute speech on either side of the question.

SCHEDULE OF ASSIGNMENTS AND ACTIVITIES

Week One: Introduction to course requirements and various related speech activities

- a) interviews.
- b) introductory speeches.

Week Two: UNIT I - Chapters 1 - 3.

- a) listening skills; exercise 2, p. 48; exercise 3, p. 68.

Week Three: UNIT II - Chapters 4 - 6, 12.

- a) exercises 1 & 2, p. 83; exercise 5, p. 101-102.; exercise 2, p. 223.
- b) view Informative Speech Contest tapes.
- c) prepare 3-4 minute Informative Speech.

Week Four: Speech Assignment I.

- a) present informative speeches.
- b) review for Test 1.

Week Five: UNIT III - Chapters 7 - 9.

- a) Test 1.
- b) Library Lecture. {In Middleton Library}
- c) exercise 4, p. 145.

Week Six: Continue UNIT III.

- a) exercise 1, p. 163-164.

Week Seven: UNIT IV - Chapters 10 - 12.

- a) prepare and present short non-verbal speech.
- b) prepare 4-5 minute Informative Speech.

Week Eight: Speech Assignment II.

- a) present informative speeches.
- b) review for Test 2.

Week Nine: UNIT V - Chapters 13, 17.

- a) Test 2.
- b) exercise 5, p. 264; exercise 6, p. 264; view Persuasive Speech Contest tapes.
- c) prepare 7-8 minute Persuasive Speech.

Week Ten: Speech Assignment III.

Week Eleven: Continue Speech Assignment III.

Week Twelve: UNIT VI - Chapter 14 - 16.

- a) exercise 2, p. 289; exercises 2 & 5, p. 316-317.
- b) view and discuss M. L. King's "I Have A Dream."
- c) prepare 5-6 minute Inspirational Speech.

Week Thirteen: Speech Assignment IV.

Week Fourteen: Continue Speech Assignment IV.

Week Fifteen: Final Exam.

## GENERAL GUIDELINES FOR COURSE ASSIGNMENTS

### **Don't Assume:**

1. That if you do the assignments, you will get an **A**.
2. That your speech is being graded against the rest of the class.
3. That high grades will be given exclusively to those with talent.
4. That those with talent will necessarily get high grades.
5. That SPCH 1061 is an easy course.
6. That embellishments translate into higher grades, i.e. a lot of words on an essay test do not mean the student understood the question, or a lively presentation does not mean the student followed proper procedure.

### **Assume:**

1. That if you do what is asked, you will get at least a **C**.
2. That a higher grade is contingent upon doing what is asked, and only what is asked, exceptionally well.
3. Appeal to the course *Syllabus* and *Schedule of Assignments and Activities* about assignments.

### **General Criteria for Oral Presentations:**

1. Control of Subject, know it well.
2. Control of Audience, address their needs.
3. Control of Self, look professional.
4. Think of time in terms of broadcasting, only you have one-minute leeway.

### **Finally**

Practice! Practice! Practice!

SPECIFIC CRITERIA FOR SPEECHES

- I. Speech Assignment (I)
  - A. time (3-4 minutes)
  - B. eye contact
  - C. relation to audience
  - D. organization
    - 1. preview
    - 2. summary
  
- II. Speech Assignment (II)
  - A. time (4-5 minutes)
  - B. citation of sources (one per main point)
  - C. delivery
    - 1. body - posture, movement, vitality
    - 2. vocal - loudness, rate, emphasis, variety
  - D. visual aids (if used)
  - E. outline - worth up to fifty points
    - 1. organization
    - 2. citations of sources
  
- III. Speech Assignment (III)
  - A. time (7-8 minutes)
  - B. delivery (no podium, two note cards maximum)
    - 1. body - facial expression
    - 2. vocal - fluency, articulation, naturalness
  - C. content
    - 1. originality - perspectives for argument
    - 2. quality of sources
    - 3. citation of sources (two per main point)
  - D. language style
    - 1. clarity
    - 2. vividness/descriptiveness
  - E. visual aids
    - 1. unobtrusiveness/handling
  - F. argument
    - 1. logical
    - 2. lack of fallacious reasoning
  - G. overall effectiveness

IV. Speech Assignment (IV)

- A. time (5-6 minutes)
- B. eye contact
- C. relation to audience
- D. delivery
  - 1. body - posture, movement, vitality, facial expression, gestures
  - 2. vocal - loudness, rate, emphasis, fluency, articulation, naturalness, variety
- E. content
  - 1. originality- use of quotes
- F. language style
  - 1. clarity
  - 2. vividness, descriptiveness
  - 3. use of metaphors, allegory, imagery, repetition
- G. overall effectiveness

## SPEECH ANALYSIS AND CRITICISM

When analyzing a speech, several qualities must be considered. These qualities can be divided into two parts: (a) context, and (b) content.

### I. Context.

- A. Speaker.
  - 1. Biographical: Background and credibility in topic area.
  - 2. Speaking experience.
- B. Audience.
  - 1. Constituency: Who is represented.
  - 2. Point-of-view toward the speaker.
- C. Subject.
  - 1. Relationship of subject to the audience.
  - 2. Relationship of subject to the speaker.
- D. Occasion.
  - 1. Significance of the occasion to the audience.
  - 2. Significance of the occasion to the speaker.

### II. Content.

- A. Appropriateness of the subject.
- B. Formulation of the purpose.
- C. Organization of ideas.
- D. Adequacy of Introduction and Conclusion.
- E. Use of transitions.
- F. Development of ideas.
- G. Use of strengthening aids: repetition and restatement, definition, and explanation.
- H. Delivery: effectiveness, engaging.

OUTLINE FOR AN INFORMATIVE SPEECH

I. Introduction

- A. Statements to arouse attention: \_\_\_\_\_
- B. Statements to motivate attention: \_\_\_\_\_
  - 1. Relate the speech topic to the audience: \_\_\_\_\_
  - 2. Show relationship between speaker and topic: \_\_\_\_\_
- C. Statements to orient audience to central idea: \_\_\_\_\_  
and to motivate intelligent listening: \_\_\_\_\_
  - 1. State central idea in a concise (10 words or less), declarative sentence:  
\_\_\_\_\_
    - a. Clarify definitions if necessary: \_\_\_\_\_
    - b. Cite brief history of topic if necessary: \_\_\_\_\_
  - 2. Preview your main points in concise, declarative sentences: \_\_\_\_\_
  - 3. Transition to the body of the speech: \_\_\_\_\_

II. Body of Message

- A. State first main point exactly as phrased in the preview: \_\_\_\_\_
  - 1. State first subordinate point: \_\_\_\_\_
    - a. Provide amplification through examples, analogies, statistics, etc: \_\_\_\_\_
  - 2. State second subordinate point: \_\_\_\_\_
    - a. Provide amplification: \_\_\_\_\_
  - 3. Restate the first main point and transition to next point: \_\_\_\_\_
- B. State second main point exactly as phrased in the preview: \_\_\_\_\_
  - 1. State first subordinate point: \_\_\_\_\_
    - a. Provide amplification: \_\_\_\_\_
  - 2. State second subordinate point: \_\_\_\_\_
    - a. Provide amplification: \_\_\_\_\_
  - 3. Restate the second main point and transition to next point: \_\_\_\_\_
- C. State subsequent main points as above and transition to the conclusion: \_\_\_\_\_

III. Conclusion

- A. Provide a summary by briefly restating the main points: \_\_\_\_\_
- B. Restate the central idea: \_\_\_\_\_
- C. Provide a final statement of closure: \_\_\_\_\_

## USE OF TRANSITIONS

Transitions are ways to tell the audience: "I'm moving on to another topic." The easiest and shortest type of transition is the one-word transition such as:

next, now, further, also, similarly, likewise, furthermore, so, therefore,  
consequently, less, certainly, yet, still, nevertheless, besides, first, second,  
third, finally, lastly, additionally

Single-word transitions are risky since listeners who are not totally attentive may miss them. Transitional phrases are longer and more likely to be heard by your audience. Some examples of transitional phrases are:

In the first place. . .	Parallel with that. . .
The first step. . .	Comparable with that. . .
The first matter we should discuss. . .	More important. . .
It follows, then. . .	In the same category. . .
In connection with this. . .	Add to this. . .
Concerning this. . .	Next in importance. . .
With respect to this. . .	In addition to. . .
For example. . .	Because of this. . .
Related to this. . .	Best of all. . .
To summarize. . .	At the same time. . .
An illustration of this. . .	As a result. . .
We have traced. . .	On the other hand. . .
A case in point would be. . .	For this reason. . .
Up to this point. . .	This is to be explained by. . .
As we have seen. . .	

Signposts and summaries can be useful connections that act in going from one idea to another. Some examples of signposts and summaries of this type are:

a. Preliminary summaries:

Today, I am going to talk about three aspects of. . .

There are four major points to be covered in. . .

The history of the issue can be divided into two periods. . .

b. Final summaries:

I have talked about three aspects of. . .

These four major points — [restate them] — are. . .

The two periods just covered — [restate them] — represent the significant. . .

\* Note: the preliminary and final summaries are parallel.

c. Signpost transitions:

In the first place. . . The second point is. . .                      What was the result?. . .  
In addition to. . . Notice that. . .                                      Turning now to. . .  
Now look at it from a different angle. . .  
You must keep these three things in mind in order to understand the importance of  
the fourth. . .

The preceding signposts are neutral — they tell the audience that another idea is coming. You can improve the clarity and coherence of your message by being more precise about such relationships as:

Not only. . . but also. . . [parallel]  
More important than these. . . [hierarchical]  
In contrast. . . [difference]  
Similar to this. . . [similarity]  
One must consider x, y, and z. . . [coordinated]  
On the next level is. . . [subordinated]

Transitions are not elements of speech (for paper) that ought to be left to chance. They need to be planned in advance for maximum effect. The lack of transitions tend to make your ideas seem abrupt and disjointed. The use of the same transitions or the same type of transitions over and over tends to give your message an unpolished, uncreative appearance. Fresh transitions can add to your message by giving them an extra spark. Transitions can be useful items for speakers to have on note cards to use while delivering a speech.

\* These notes were developed by B. Coates, Basic Course Director, Department of Speech Communication, Louisiana State University, Baton Rouge.

### SPEECH PREPARATION CHECKLIST

1. Is the speech topic accurately, clearly, and succinctly narrowed?
2. Is the central thought clearly stated in a simple declarative sentence?
3. Is the specific objective related properly to the major objective?
4. Does the speech contain a major objective? Can that objective be stated clearly in one sentence?
5. Are the major divisions stated in complete sentences?
6. Is there appropriate, adequate supporting material in the speech?
7. What objections could be raised about the arguments and evidence used in the speech?
8. Does the speech move smoothly from one idea to another?
9. Is the introduction attention getting and does it introduce the speech to the listeners?
10. Are you prepared to deliver the speech through constant practice?
11. Do you have a sense of excitement and enthusiasm for presenting the speech?

#### Body

1. Have the correct outline mechanics been used?
2. Does the body develop the proposition?
3. Do the major points actually divide the subject?
4. Does each major point show up clearly in the body?
5. Has each major point been written as a complete sentence?
6. Are the major points in the best possible order?
7. Have the major points been written in a consistent grammatical form?
8. Has the number of divisions been limited?
9. Are the major points balanced?
10. Are the relationships between the various divisions of the speech clear?
11. Does the content of each paragraph of supporting material actually support its main division?
12. Do the ideas flow naturally and logically?
13. Have you used transitions and posts?
14. Have you varied the kind of supporting materials used?
15. Has the illustrative material been presented directly?

#### Introduction

1. Has the first sentence been worked out carefully?
2. Is the first sentence the very best one you can write?
3. Have the first few sentences of the introduction been written as relatively short ones?
4. Does the introduction arouse interest?
5. Does the introduction take into account the importance of audience adaptation?
6. Is the introduction related in a direct and unmistakable way to the body of the speech?
7. Does the introduction give credibility to the speaker and the subject?

8. Have you worked out a smooth, clear transition from the introduction to the body of the speech?
9. Has the introduction been written to use only about 10 to 15 percent of the total speech time?

### Conclusion

1. Does the conclusion reinforce the purpose of the speech?
2. Does the conclusion bring the speech psychologically to an end for the speaker and the audience?
3. Does the conclusion clearly reveal and stress the specific purpose of the speech?
4. Has the conclusion been written without new material being given to the audience?
5. Does the conclusion contain about 10 percent of the total speech time?
6. Have you made sure that you have not included phrases like "thank you," or "thank you for your attention."

### Style

1. Has the speech been prepared so that it is clear from beginning to end?
2. Have you used correct language?
3. Does the speech have force and impact?
4. Have you achieve concreteness in your style?
5. Is the language vivid?
6. Have you avoided triteness, cliches and hackneyed language?
7. Have you used variety in language and sentence structure?
8. Have you made effective use of repetition?
9. Have you used parallelism?
10. Have you used figures of speech, similes and metaphors?
11. Is your style appropriate to the purpose and message, the listeners and the occasion?
12. Has your speech been prepared so as to have appeal from beginning to end?

REMEMBER TO PREPARE THE BEST SPEECH POSSIBLE. THEN THERE IS ONLY ONE REMAINING FUNCTION: PRACTICE, PRACTICE, PRACTICE . . . AND THEN PRACTICE SOME MORE.

\* These notes were developed by B. Coates, Basic Course Director, Department of Speech Communication, Louisiana State University, Baton Rouge.

## MASLOW'S HIERARCHY OF NEEDS

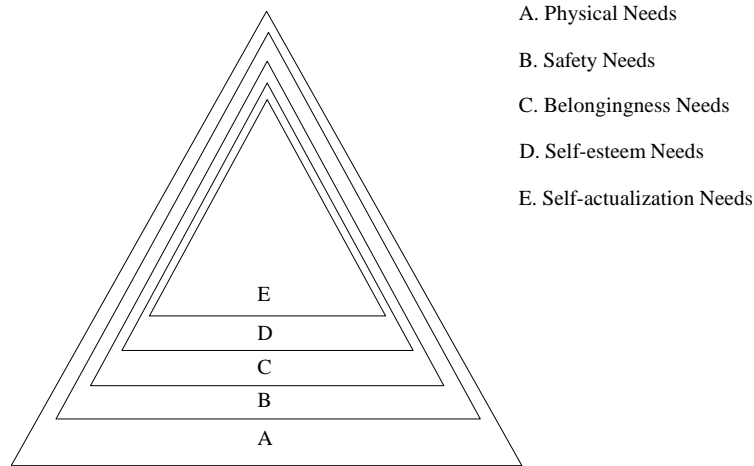
### I. Classification of fundamental human needs:

- A. Physiological needs: basic bodily tissue needs
  - 1. Food, water
  - 2. Air
  - 3. Sleep
  - 4. Sex
- B. Safety needs: Shelter (security)
  - 1. security, protection from harm or injury
  - 2. orderliness, law, predictability, structure
  - 3. freedom from fear or chaos
- C. Belongingness and love needs:
  - 1. intimacy with spouse, friends, family
  - 2. belonging to a social group
  - 3. need for acceptance and approval
- D. Esteem needs: self-esteem based on
  - 1. achievement, mastery of skills, competence, confidence, freedom, independence
  - 2. esteem from others: reputation, status, prestige
- E. Self-actualization needs: selffulfillment
  - 1. reaching one's potential
  - 2. being true or authentic to one's self

### II. Motivational appeals

- A. when trying to convince or persuade:
  - 1. the speaker should see that the most basic needs are met first, then proceed to higher levels.

## MASLOW'S HIERARCHY OF NEEDS



MONROE'S MOTIVATED SEQUENCE

- I. Step 1: Attention getting
  - A. Gain attention
  - B. Secure goodwill and respect for yourself as a speaker
  - C. Prepare the audience for the discussion to follow
  - D. Employ strategies to identify yourself with the audience
- II. Step 2: Showing the need
  - A. Provide a concise statement of the problem
  - B. Illustrate with examples that clarify the problem
  - C. Provide examples which demonstrate the seriousness of the problem
  - D. Show exactly how the problem affects the audience
- III. Step 3: Satisfying the need
  - A. State the belief or idea or action you wish the audience to adopt
  - B. Provide the explanations to insure understanding
  - C. Give a theoretical demonstration to show how the solution meets the need
  - D. Show how the solution has worked elsewhere
  - E. Provide support which counteracts the opposition
- IV. Step 4: Visualize the results
  - A. Describe the future results if your proposal is accepted
  - B. Describe the future evils or dangers if the audience does not accept your solution
  - C. Contrast the two by first showing the positive then the negative
- V. Step 5: Request action or approval
  - A. Issue a challenge or appeal
  - B. Summarize by reiterating the arguments
  - C. Use evidence which bears directly on the main theme
  - D. Use illustrations which epitomize the leading issues
  - E. Provide additional inducements with quick examples that induce belief or acceptance
  - F. Give personal intentions or outline plans for action

## PERSUASIVE TACTICS

Identification - The speaker identifies him or herself with the listener's interests.

Association - The speaker establishes a connection between his or her proposal and some object, person, party, cause or idea the listener either respects, reveres, or cherishes.

Dissociation - The speaker demonstrates a lack of connection between the listener's interest and the proposal he or she is arguing against, i.e. the listener should not be interested in the proposal of the opponent because he or she has no connection to it.

Bandwagon - The speaker attempts to persuade the listener to do what everybody else is "supposedly" doing.

Bifurcation - The speaker attempts to polarize the issue into only two possible courses of action, i.e. the listener is either for or against "the will of the people."

Suggestion - The speaker implies an idea or claim without stating it explicitly, through use of words or delivery with strong emotional connotation.

Projection - The speaker portrays the outcome if the proposal is not accepted or acted upon.

Maximization - The speaker demonstrates the superiority of the proposal over competing proposals.

Minimization - The speaker demonstrates the inferiority of opposing proposals over his or her own proposal.

Name-calling - The speaker uses language that degrades an opponent's personality, character, or ideas.

USE OF EVIDENCE

Type	Definition	Logos	Pathos	Ethos	Test of Validity
Examples	case or instances, real or hypothetical, detailed or not	weak: difficult to generalize	strong: only if concrete; humanizes and permits identification	moderate: adds good will	Is it a typical case?
Theory	to prove an event could or did happen, to illustrate an idea	moderate: relies on further evidence of another sort	weak to moderate: depends upon strength of other evidence*	moderate to strong: depends upon audience's perception of expertise	Are there plausible competing theories?
Statistics	numerical or quantitative measure of scope or frequency of occurrence	strong: easy to generalize	weak: dull, hard to remember, limits identification	strong: adds expertise	Is the methodology sound? Is the sampling adequate or appropriate?
Literal Analogy	comparison of two like items	moderate: used for evaluations and predictions	strong: compares known and familiar with unknown and unfamiliar	moderate: demonstrates understanding of case	Are the items similar in all essential respects?
Figurative Analogy	comparison of two unlike items, used to crystallize or gain new perspectives	weak: difficult to generalize	strong: vivid and dramatic	weak: audience may question purpose for comparison	Are the items dissimilar in all essential respects?
Expert Authority	testimony which interprets and draws conclusions	moderate to strong: depends on authority's expertise	moderate: depends upon audience perception of authority	moderate to strong: depends upon audience's perception of expertise	Is the expert qualified in this area?
Witness Authority	testimony which provides facts	weak to moderate: a form of example	moderate: depends upon audience perception of lay person	moderate to strong: depends upon audience's perception of witness' honesty	Is the lay person or witness biased in any way?

\* Theories typically rely on other forms of evidence for their explanatory power. The most common forms of evidence used for theoretical proof include statistics and expert testimony.

Statistics do not prove cause and effect for a given case. Statistics are typically used to demonstrate probability of a theoretical explanation for a given case.

## SUGGESTIONS FOR RESEARCH

The LSU library contains an abundance of resource locators in the form of general and specialized indices and abstracts. In the same vicinity as the Reader's Guide you will find specialized indices such as the Legal Periodicals Index, Public Affairs Information Service Index (PAIS), Social Sciences and Humanities Index, the Humanities Index, Hot Topics, and the Cumulative Guide Periodical Literature. These indices may be classified by subject and/or author. Each should contain instructions for its use. If you have difficulty in locating information in them, consult the reference librarian.

There are other abstracts in same vicinity as the Reader's Guide. For example, there are Sociological Abstracts, Psychological Abstracts, and Women's Studies Abstracts, each briefly summarizing articles and studies in their respective fields.

Magazines for Libraries may equal the Reader's Guide in terms of locating periodicals. The table of contents indicates the major topic areas into which the magazines are classified; i.e. Aeronautics and space sciences. . . Media and communication. . . Medical sources. . . etc. In addition to professional journals and publications directly related to your TERM TOPIC, there are a number of publications that deal with timely issues of public interest. Magazines for Libraries evaluates each publication for its scope, slant, and target audiences. Listed below are some useful publications with brief comments abstracted from Magazines for Libraries.

### Objective Sources

Congressional Digest (not to be confused with Congressional Record): contains objective descriptions of important topics, followed by pro and con arguments. Those quoted are both authoritative and in the middle of the discussion.

Editorial-Research Reports: deals with foreign and domestic topics, divided into three units: a) a background discussion on how the topic was developed over the past week or month, b) more background, c) arguments pro and con, if there is disagreement, and what might be done to settle the debate. It has a good title and subject index.

Current: a reprint magazine, with articles taken in full from major newspapers, magazines, and journals. A definite effort is made to present two or more points of view, with a thoughtful appraisal of primarily domestic issues and American politics, followed by foreign affairs.

Society: written for the layperson or undergraduate by sociologists, case workers, and nationally known social scientists, it publishes diverse views on subjects of public interest in fields of government, labor, education, housing, welfare, law, religion, race relations, social service, and politics.

### Conservative Sources

Commentary: for more educated or intellectual readers, covers a range of issues from politics, literature, and social issues to sex and art. Published by the American Jewish Committee.

Public Opinion Quarterly: reports all aspects of how the media affect or fail to affect the public. Contains articles of interest to students of sociology, political science, or communication. It also includes reprints of current poll results that have significance in public opinion.

### Liberal Sources

Dissent: The major political-literary-social journal of the radical New Left. It is a crucial force in the ongoing debate between radicals, conservatives, and middle of the road Americans.

The Nation: Well documented articles concerned with foreign affairs, education, law, domestic politics, disarmament, etc., are presented with clarity and simplicity.

### Statistics

The World Almanac, CBS News Almanac, The New York Times Almanac, Statistical Abstract, Information Please Almanac, Reader's Digest Almanac.

### Quotations

Bartlett's Quotations.

### Religious Sources

Christianity and Crisis: the Christian journal of opinion. One of the most respected Protestant journals, as the editor notes, it "explores the implications of Christian faith for the modern world and interprets the significance of 'secular events for our Christian witness'." The influence goes beyond its subscribers. Some editors are leaders in the Ecumenical movement.

Christianity Today: conservative Protestant views on issues of public interest.

The Christian Century: liberal Protestant views on issues of public interest.

Ecumenist: A Catholic journal that focuses on social-religious issues such as race, poverty, war, etc.

## Government Sources

U.S. Dept. of State Bulletin: the official weekly record of U.S. foreign policy, this magazine "provides information on the development of foreign relations, operations of the State Department, statements by the President and Secretary of State, and special articles on the international scene." It is basically a mirror of the establishment. It contains a special section on treaties in force.

**Locating resources in the library:** You may locate the magazines that you choose by going to the Serial's Record. The Serial's Record file contains call numbers for each magazine. Current issues may be located in various magazine racks, and bound issues will be located on the shelves or on microfilm. If you have trouble, don't hesitate to consult a reference librarian. They are there to help you.

## Periodical of Speeches

Vital Speeches: a monthly periodical reflecting all types of speeches currently being delivered in America.

## Book of Speeches

Representative American Speeches: this is published annually.

## Pamphlets

Check the vertical file index.

## Index for Newspapers

The New York Times Index, the Wall Street Journal, the Washington Post.

## Encyclopedias

Encyclopedia Britannica, the World Book, Collier's, etc.

## Other Useful Sources

Don't forget other basic information for locating materials, such as the card catalog, for finding books on your topic, and the Cumulative Book Index for the latest books. Also, consider Who's Who in America, and American Men in Science for biographical information on important people. See Book Review Digest for views of books. See also the Index to Book Reviews in the Humanities, and Directory of American Scholars.

\* These notes were developed by B. Coates, Basic Course Director, Department of Speech Communication, Louisiana State University, Baton Rouge.

I Have A Dream  
Martin Luther King, Jr.

*Martin Luther King's "I Have A Dream" speech is widely regarded as a masterpiece. It was delivered August 28, 1963 to some 200,000 people who had come to Washington D.C. to participate in a peaceful demonstration to further the cause of equal rights for black Americans. King spoke from the steps of the Lincoln Memorial, in the "symbolic shadow" of Abraham Lincoln, and the crowd filled the vast area between the Memorial and the Washington Monument. In addition, millions of Americans watched the speech on television or listened to it on the radio.*

*Like most ceremonial addresses, "I Have A Dream" is relatively short. Although it took King only sixteen minutes to deliver the speech, he prepared it more carefully than any other speech in his career to that time. His purpose was to set forth as succinctly and as eloquently as possible the guiding principles of the civil rights movement, and to reinforce the commitment of his listeners to those principles.*

*One of the most interesting features of this speech is King's use of language to make the abstract principles of liberty and equality clear and compelling. Throughout, King relies on familiar, concrete words that create sharp, vivid images. He uses many more metaphors than do most speakers, but they are appropriate to the occasion and help to dramatize King's ideas. Finally King makes extensive use of repetition and parallelism to reinforce his message and to enhance the momentum of the speech.*

*If you have heard a tape recording of "I Have A Dream," you know its impact was heightened by King's delivery. In his rich baritone voice, marked by the fervor of the crusader and modulated by the cadences of the Southern Baptist preacher, King gained the total involvement of his audience. As William Robert Miller says, "the crowd more than listened. It participated, and before King had reached his last phrase, a torrent of applause was already welling up."*

*The text of this speech was taken from tape recording, and is reprinted here with the permission of Joan Daves. Copyright 1963 by Martin Luther King Jr.*

I Have A Dream  
Martin Luther King, Jr.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves, who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, and Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's Capitol to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men—yes, black men as well as white men—would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check—a check which is come back marked “insufficient funds.”

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we've come to cash this check—a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating, "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote, and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters, and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our Northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed, "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even in the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plane and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day, this will be the day when all God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring." And if America is to be a great nation, this must become true.

So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado! Let freedom ring from the curvaceous slopes of California!

But not only that. Let freedom ring from Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

And when this happens, when we allow freedomring—when we let it ring from every village and every hamlet, from every state and everycity—we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God almighty, we are free at last!"