CMST 220: Public Speaking

Department of Communication Studies
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Goals

Why are you here for this session when you've already had an Information Literacy session on researching topics for your English class? You will be presenting two speeches (Informational and Persuasive) for your Public Speaking class. Therefore my two goals for today are:

- To ensure that you have the necessary tools to complete your current assignment (picking a topic, then performing and evaluating your research) AND make sure you understand the process of the information cycle and how information-gathering leads to knowledge acquisition.

- To make sure you understand that I'm here to help you use the library as well as to help you earn the best grade possible on your assignment. Please contact me via Twitter, chat, email, or in-person (we love having students in the library!) any time you have a question.

Objectives/Outcomes

By the end of this session, you will have learned how to

- ✓ Choose a suitable speech topic and create a thesis statement
- ✓ Learn how to approach researching your topic:
  - Choose appropriate resources for your search
  - Perform an effective search (choosing good keywords/phrases)
  - Evaluate results (is the book, journal article, or website relevant & high-quality?)
  - Save useful digital items, either through:
    - o sending yourself an e-mail link to the article
    - o printing out the article
    - o saving the article to a flashdrive
- ✓ Learn how to find high-quality web resources: there are numerous internet resources: some are quite good, but others are quite poor. Together we'll learn how to make sure the resources you choose are good!
- ✓ Learn how to find citation information: there is an entertaining plagiarism video created by Washburn University on YouTube called "Plagiarism, Don't Do It" (http://www.youtube.com/watch?v=gC2ew6qLa8U). I've re-posted it on my blog, which has a much easier URL to type: http://kellithelibrarian.com/information-literacy-training)

Library Overview

The Everett Community College library is a small-medium size library that has a good assortment of reference materials to help you form a robust thesis statement, and then find resources to support (or refute) your statement and provide proper citation guidelines. Although you've already had an Information Literacy session for the pre-requisite English course, I've provided a library map, along with a rundown of exactly what the resources "are", at the back of this handout.

Research Basics – Choosing a Topic, Research Cycle, Keeping a Research Log

Make sure you understand the assignment before starting – this could help avert a disaster of lots of work that turns out to be all for nothing. What resources can you use? What resources can't you use? When you come to the EvCC library, we librarians will likely ask you:

- May I see the assignment? Who is your instructor?
- What have you tried so far? (It's OK to say you're just starting!)
- How much time to you have?

Choosing A Topic:

Choosing a topic, the starting point for any research, can be a daunting task for some. For Speech classes it's best to either:

- start with a topic that interests you.
- if you can't think of anything offhand, start with some "Hot Topic" resources like "CQ Researcher" or even a newspaper to get a broad overview of possible topics and gain some knowledge about keywords before delving into searching for books, articles, or web resources.

Look at the Information Cycle flowchart at the end of the handout to see how information evolves. This will help you understand why:

- the internet and newspapers are great places for finding topics
- databases and books are great for finding supporting information. It also illustrates why your professor wants you to use scholarly articles rather than blog postings to support your thesis: there's more time to learn/prove/describe facts.

Creating a Thesis Statement:

Once you've picked a topic, the next step is to devise a thesis statement, which helps you focus your research. It should answer the question: "What am I trying to inform or persuade someone

about?" and also focuses your approach to allow you to ask the "how" and "why" of the topic. If you get stuck, ask a librarian for help or visit: http://iris.everettcc.edu/iris/start/topics/topics_p6.shtml (The Iris "Explore Topics" tutorial), for great hints on focusing your topic.
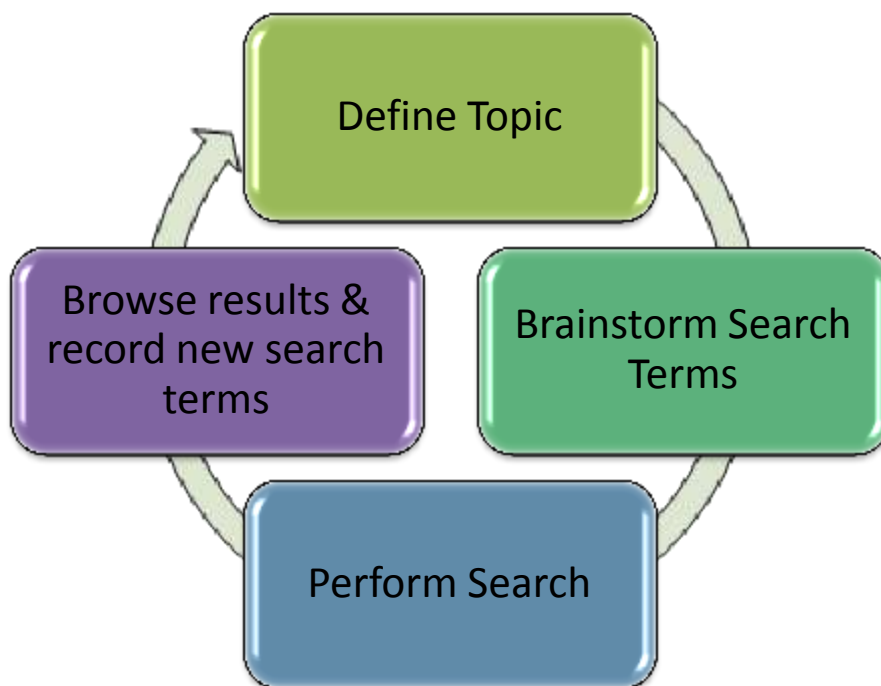
Moving onto Research:

Pick out some keywords or phrases from your thesis statement. You can begin using the library catalog to search for books & journal articles to support your declaration. When you feel comfortable assessing the usefulness of books & articles to see if you'll have enough supporting documentation, you can move on [cautiously] on to searching for internet resources.

Building a Good Search

While I could show you how to search a specific database, it's more important to understand how to build a good search. Therefore, instead of showing you how to use something specific like Academic Search Premier, we'll instead focus on learning **how** to create a good search. Good searching save you time!

The Dynamic Searching Process:

```
        ┌─────────────────┐
        │  Define Topic   │
        └─────────────────┘

┌──────────────────┐      ┌──────────────────┐
│ Browse results & │      │ Brainstorm Search│
│ record new search│      │      Terms       │
│      terms       │      │                  │
└──────────────────┘      └──────────────────┘

        ┌─────────────────┐
        │ Perform Search  │
        └─────────────────┘
```

Generating Search Terms: Understanding the search process is great, but how do you choose good search terms?

Thesis Statement/Question: Do environmental protests affect deforestation?

Initial pass:

Search Terms: Environmentalists, Activism, Logging

Now you have your initial set of search terms. Add to your list by picking out "main idea" words from your "thesis statement" and brainstorming aloud (this works great especially with family, friends, and classmates to get as wide a variety as possible).

Thesis Statement: Do ==environmental== ==protests== affect ==deforestation==?

Write down the original term and then think of different forms of the term. How might different parties use the term? A lumberjack would call deforestation 'logging', and a scientist might call it 'forest management'. What ideas & subtopics relate to your idea?

Search Term	Forms	Synonym	Diff't viewpoints	Ideas & Subtopics	Older Terms
Environmental	Environmentalist, Environmentalism, Environment	Ecological, Conservation, Green			
Environmentalist					Conservationist
Deforestation			Logging, Forest Management	Salvage Logging, Healthy forest initiative, Fire Fighting	
Protests		Activist, Activism			

(Tabular form & Boolean search example courtesy of Kawanna Bright @ North Carolina State University; example of search terms from Cooperative Library Instruction Project: Generating Search Terms).

It may take practice, but you can build a healthy list of solid search terms on a few words. If you're unsure about synonyms, try a Thesaurus for a full listing of possible substitute words. If you have any questions, please contact a librarian. The IRIS tutorial, "Explore Topics" provides more examples of brainstorming tools.

Boolean Terms: "And", "or", and "not" can help focus your search. Run a search using the sample below and note the results to see how using these terms can help. NOT can be very confusing, since it may eliminate articles that might have useful information; it's best to leave it alone.

AND searches Ex: deforestation AND protests	
AND/OR Searches Ex: (deforestation OR logging) AND protests	

Research Logs: Record all your research work – it helps you keep track of your efforts so you don't duplicate work, and you can see what works and what doesn't. Whether index cards, paper notebooks, Word documents stored on a flashdrive, or online notes like Google docs, I've provided a template below showing what kinds of information it's good to record. <u>Research notes will save you time</u>!

Brainstorming of topics: look in CQ Researcher, Opposing Viewpoints, Debate central website (http://www.debate-central.org/), or weekly magazines like Time or Newsweek, or daily newspapers like the New York Times). Sometimes talking out loud with classmates, friends, or your instructor can help. Research and scan a few resources to make sure it really is "researchable".

Environment   pollution global   warming   global change

<u>Thesis Statement</u>, 1 or 2 sentences: what information do I want to get across? Think of a broad topic like global warming, the narrow it down (environmental, political, or human-based aspects). <u>Record this so you always have your guiding principal front & center</u>.

"Global climate change could increase health risks for people worldwide." (For a persuasive speech, the thesis statement might be: "We must act now so that global climate change doesn't cause people worldwide to experience poorer health."

Ask general questions, and then focus to a specific aspect to keep it manageable. Since this is for a 5-minutes speech, perhaps focusing on an overview of what areas of the world are at risk could help direct your research for a 5-minute speech.

Books, Databases, Newspapers, Trade mags, or search engine used & associated the keywords or phrases: (helps reduce repetition of effort). What worked & what didn't? Keep track of titles, authors, URL ("web address"), call numbers, dates.

Searched "global warming health risks" on Google. The first few sources looked okay, esp. the one from webmd, "EPA Predicts Health Risks from global warming." http://www.webmd.com/news/20080718/report-global-warming-a-health-risk. There was also a good summary at the EPA website: http://www.epa.gov/climatechange/effects/health.html.

The more you learn about a topic, the more you refine/define your topic. You may find new search terms. While this could go on forever, stop when you think you have enough information; this is known as "**Information Literacy.**" Does the information you've retrieved support your topic well or are there huge gaps or ideas that are unsupported? If so, continue, but if there aren't, you've located enough data.

Resource Suggestions and Descriptions

Databases for Finding Speech Topics & Conducting Research

✓ Use Databases for Finding Speech Topics & Research Articles. *If you see the terms "scholarly" or "peer-reviewed", it means the articles were reviewed by experts in the field and found to be worthy of publication:*

For finding a speech topic:

- **CQ Researcher:** full-text articles covering today's most important issues and controversial subjects; each weekly issue is an in-depth, single topic report that provides researchers with: an introductory overview; background/chronology of the topic as well as a current assessment; tables and maps; pro/con statements; and bibliographies (which will allow you to search even further)
- **Opposing Viewpoint in Context:** full-text periodical and newspaper articles; the premier online resource covering the hottest current social issues; helps researchers analyze and organize a variety of data for conducting research, creating presentations, etc.; (5,000+ topic overviews, and 14,000+ pro/con viewpoint essays

For conducting research once you've chosen your topic

- **Academic Search Premier:** full-text articles from more than 4,600 journals in all subject areas: biology, psychology, chemistry, religion & theology, etc.
- **ProQuest:** full-text availability for thousands of newspapers, magazines, journals, blogs, and more
- **JSTOR:** full-text access to articles from 100+ arts and science journals

Books & Media for Research on Speech Topics

✓ Use the EvCC catalog to find relevant books and videos. All videos are located in the Video Collection area and must be viewed in the library. Because like items are shelved together,
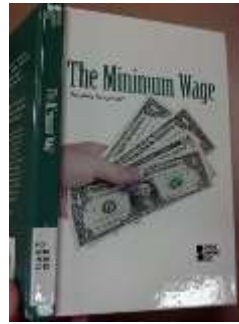
getting the Call Number for one item might help you find another on the same topic! In library-speak, this is called "serendipitous finding."
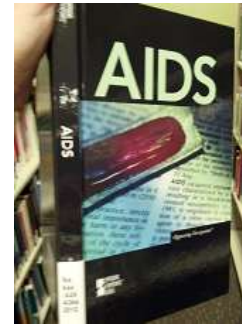
Samples of good book resources:

- **"10,000 Ideas for Term Papers, Projects, Reports and Speeches"** covers 130 categories, with each topic keyed to level of difficulty, availability of research material, and possibilities for variation Call Number: LB1047.3.L35 1995
- **"Great Speeches for Criticism and Analysis"** contains literal transcripts of the greatest speakers' greatest speeches. Call Number: PS668.G74 1988
- **Opposing Viewpoints, various titles:** Below are three snapshots showing the different call numbers for three books from Opposing Viewpoints. Topics are charter schools, minimum wage, and AIDS. Call Numbers/Location depends on subject matter. Remember serendipitous finding from above!

LB 2806.36.C5354 2012   HD4918.M59 2012   RA 644.A25 A364 2012

Video resources

- **"Great Speeches"** Presents famous speeches, each with an introduction detailing the time, place, and events surrounding it. Call Number PN6122.G74
- **"Persuasive speaking made easy"** Video presents information on the following elements: What is a persuasive speech; Basic components; Delivery and technique; Sections of a persuasive speech; Overcoming audience resistance. Call Number PN4121 .P47 2000

Internet Resources: Speech Topics and Presentation Tips

✓ **How to Assess online information**

As stated in the Iris Tutorial, "Unlike books and periodicals, it's easy and cheap (or free) to publish a Web page." Make sure that website is worthy of all the work you're putting in! Apply the A.S.P.E.C.T.s of Evaluating.

A: Authority: .com, .edu, .gov, & .org. Never make assumptions: even though a website may have an ".edu" suffix, it still needs to be evaluated! Check the "About Us" to learn more about the credentials of the authors.

S: Sources: insist the website backs up what it says with resources. It should link to or provide a source for "facts". If you're not familiar with the sources cited, take time to evaluate them, too.

P: Purpose: The "About Us" will also provide info about why the site was created, who maintains it, etc. What is its Mission Statement?

E: Evenness: It is balanced or is it biased? Are both sides of an argument presented? Who funds them? You're looking for objectivity.

C: Coverage: Does it contain information you need? How does the info compare to the other information you've found in books, articles, and other resources? What do others say about it? Is it included at the ipl2 website, which are sources that have been vetted by librarians? (http://www.ipl.org/)

T: Timeliness: is it current and up-to-date? Look for dates on articles and pages. Dates should be current to show the site is well-maintained. They can be hard to find, so scroll around for any evidence that is hasn't been abandoned. **If you can't find a date, don't use the site!**

For more information, visit the "Evaluating Information Tutorial (http://iris.everettcc.edu/iris/evaluate/evaluate_home.shtml)

Citation Style

To avoid plagiarism, which could make all your hard work worth nothing, there are several resources that will show you how to properly cite your sources. The Purdue Owl (http://owl.english.purdue.edu/) is the citation manual I've used most often; it offers both Modern Language Association of America (MLA) and American Psychological Association (APA) formats. There are also always reference books in the library with great examples.

Every resource is unique, but you need to collect at least 5 pieces of info:

Title:	Author
Publisher:	Place of Publication
Year of Publication	

This practice is good, as you'll now always have the information at-hand. I have been able to go back to useful articles cited in old coursework to use in current work.

Note: The scholarly databases are great, in that they offer to automatically put the item you're looking at into proper citation format by simply choosing which style. **Caveat**: it's not always right, so check and be sure (the bonus is that it does put all the relevant information there; you may just have to tweak it.)

➔ **If you need further help, all resources can be found in the Iris self-paced Tutorial & Ann Vesella's Speech Subject LibGuide, both available at the EvCC Library Home page under "Research Help"**

(URL: http://everettcc.libguides.com/content.php?pid=112767&sid=984227).

The Complex Mix of Resources is why libraries are important

- Dictionary and Thesauri = words
- Encyclopedias = overview information
- Almanacs = statistical and descriptive data; great for checking stats
- Atlases = maps & geographic information
- Scholarly books = single subject, specialized information
- Periodicals/Serials =
    - Newspapers (NY times);
    - Newsletters
    - Trade Journals (Time, Popular Mechanics, Good Housekeeping)
    - Scholarly Journals (American Historical Review, Communications of the ACM)
- Databases = conglomerations of many resources into a single, searchable site. Some databases, like *Academic Search Premier*, cover lots of topics, while others, like *Contemporary Authors*, cover only a single subject. Libraries pay subscription fees for access.

REMEMBER, IF YOU HAVE ANY QUESTIONS, YOU CAN FIND HELP USING THE FOLLOWING:

➢ Call the Everett Community College Library Help Desk @ 425-388-9353
➢ Find Ask A Librarian links (chat, email, phone) @ http://www.everettcc.edu/library/index.cfm?id=5752
➢ Visit the Everett Community College Library Help Desk during open hours
➢ Send me an e-mail @ kbragg@hotmail.com

Notes:

THE INFORMATION CYCLE

Time "0" — "THE EVENT"

Instantly
- TV, Radio, Internet blurbs
- Brief set of details about "The Event" on same day (great use of internet!)

First 24 Hours
- Newspapers
- More details than yesterday on "The Event"; fact-based

Weeks Later
- Weekly News Mags (Time, Newsweek)
- Even more details about "The Event"; fact-based & opinion pieces

6+ Months Later
- Scholarly journals
- Peer-reviewed in-depth analysis of "The Event"

Year or Years Later
- Books
- Explore "The Event" in very deep detail or as part of a larger scheme

[11]

This content was abstracted to its salient points from a 7-minute video:

Cheney, D., and Bichel, R. (2004). The information cycle...how today's events are tomorrow's information. *Penn State University Libraries*. Retrieved May 5, 2012 from http://www.libraries.psu.edu/content/dam/psul/up/lls/audiovideo/infocycle_2008.swf
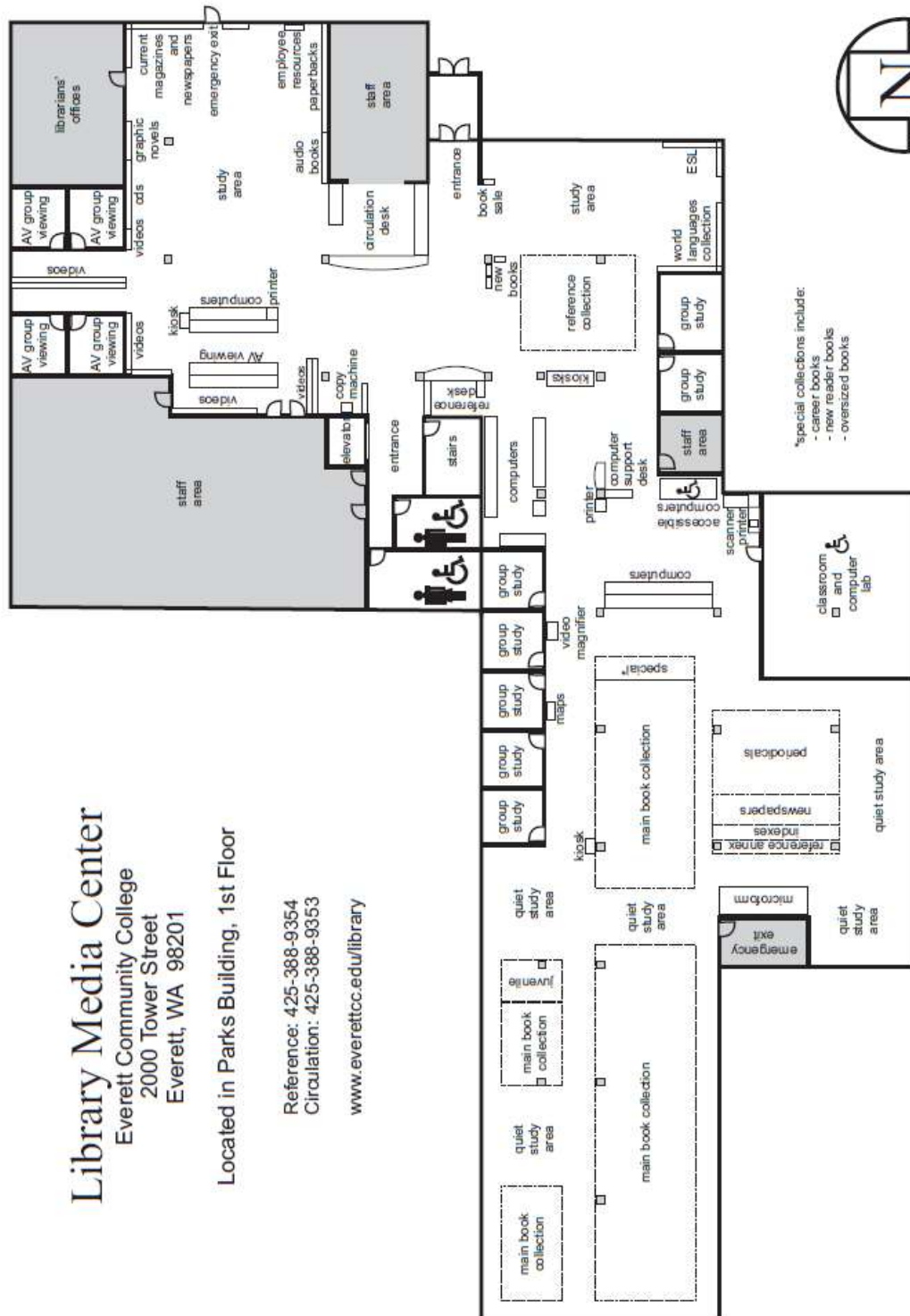
Library Media Center

Everett Community College
2000 Tower Street
Everett, WA 98201

Located in Parks Building, 1st Floor

Reference: 425-388-9354
Circulation: 425-388-9353

www.everettcc.edu/library

librarians' offices

current magazines and newspapers

emergency exit

employee resources

paperbacks

staff area

graphic novels

videos ads

study area

audio books

AV group viewing

AV group viewing

videos

circulation desk

entrance

book sale

study area

ESL

AV group viewing

AV group viewing

videos

kiosk

computers

printer

new books

reference collection

world languages collection

group study

group study

AV viewing

videos

copy machine

videos

elevab

entrance

reference desk

kiosks

computer support desk

printer

staff area

special collections include:
- career books
- new reader books
- oversized books

staff area

stairs

computers

accessible computers

scanner

printer

classroom and computer lab

group study

group study

group study

group study

group study

computers

video magnifier

maps

kiosk

special

main book collection

periodicals

newspapers indexes

reference annex

quiet study area

quiet study area

quiet study area

juvenile

main book collection

main book collection

main book collection

microform

emergency exit

quiet study area

N

ASSESSMENTSURVEY – Please fill out and return completed form either to your professor or place in the EvCC Library Book Return by May 20th, 2012. Your input will help improve this session for future students, so thank you!

1. Is this the first library instruction session you have attended at Everett Community College? (Library tours do not count.)

   a)   Yes   b) No

2. Did you learn something new during this Research Session?

   a)   Yes   b) No

3. This question asks you to compare how you felt about using the Library to do research for class assignments BEFORE and AFTER you attended Speech Research session.

	Anxious	*Somewhat comfortable*	*Comfortable*	*Confident*
Before the Speech Research session:	O	O	O	O
After the Speech Research session:	O	O	O	O

4. Please respond to these questions based on your Folklore Research library instruction session today.

	Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
The librarian was enthusiastic about teaching and the library.	O	O	O	O
The librarian presented the subject matter in a clear, understandable, organized manner.	O	O	O	O
The librarian was knowledgeable and responsive to questions.	O	O	O	O
The purpose of the library session was clear.	O	O	O	O
The handouts that were distributed were helpful.	O	O	O	O
The LibGuide designed for this session was helpful.	O	O	O	O
My research skills will improve as a result of attending this library session.	O	O	O	O

5. **Comments / Suggestions**: (please use the back of this survey sheet)