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COLLEGE WRITING TIPS AND SAMPLE PAPERS

*A Student Success Guide
for the Imperfect Student*

Guidance for traditional and non-traditional college students



JOSH KRESSE

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WRITING ADVICE: ARE YOU STUCK ON THAT ASSIGNMENT?

When you looked at the table of contents of my book you may have felt it will only be helpful if you are taking the specific listed classes. That is not the case. As a matter of fact, the purpose of including writing samples is to show you that it is definitely possible to meet your professors' expectations. My tips and writing samples can provide you guidance no matter what course you are writing for. I am eager to help you. Having my tips and papers in hand can help you get "unstuck".

When given a writing assignment it sometimes is difficult to know where or how to begin. Many of my classmates have shared their anxieties and frustrations over the years with me regarding their difficulties with writing assignments. I know you have been given countless lectures and maybe even read countless books on the topic of writing effectively. Many say the same things: pre-write, create an outline, organize your thoughts, and other similar advice. However, after reading these supposedly excellent resources, you still are baffled. You may say to yourself, "how do I know what to write for this paper for this class"? Or you may think, "What should the paper look like"?

Am I right? That is why I wrote this book. I wanted to tell you what I did, and show you the results of what I did. What is often forgotten in the instruction process of college writing is that there are different learning styles. Some people need to be told in general or even step-by-step what to do. That would include instructions such as: brainstorm; create an outline; write a rough draft; edit; and write a final draft. As I have said, there are literally hundreds of books that explain this process. But maybe you are still stuck.

Other people have a learning style that needs to understand the concept and feeling of what writing is. Furthermore, they need to see multiple examples and samples of what the result of writing for various requirements actually looks like in a final product. They cannot visualize their own process unless they see an example of what the professor (or a boss) could mean. An example of this would be if the professor says "write a reading summary for chapter 3". Some students are simply frozen because they haven't any idea what that really means. That learning style needs wonderful examples. Welcome to my world of wonderful (not perfect, but wonderful) examples!

I used to get stuck and frozen on writing assignments, too. However, once I understood what good, solid essays, research papers, and analysis papers actually looked like, I was far less fearful. I really did have

to physically see them. I realized that I had been expecting my final draft to just flow out of me as soon as I first sat down to begin writing an assignment. I assumed that is how it worked for everyone. That isn't how the process works. Here is what I do now. When given an assignment I will just sit down and write anything that comes into my mind. Sometimes it has absolutely nothing to do with the actual assignment. That doesn't matter at all, as it turns out. Why? The thoughts that run through your mind can end up leading you to connections between the assigned topic and other related topics. On the surface it may seem that what you are writing down isn't related at all. Write it down anyway, because more thoughts will continue to flow to you. Even if you don't use what you have written down for this assignment, keep the writings. You may be able to use the writing for another project!

Furthermore, it is important for you to remember that each student is unique. Thus, what you think of while writing all of your thoughts down can end up being some very unusual and highly unique connection between two topics that on the surface are completely unrelated. This uniqueness is what will raise your writing from the mundane to the extraordinary. I always have a couple of notebooks and pens close at hand. That way I can write down whatever comes to mind. As a matter of fact some truly great authors, such as Pat Conroy, keep all of their notebooks and writings. Remember, what you write down won't be your final draft. What it will be is content that will ultimately go into a writing project, whether for this assignment or another assignment.

I find such pleasure in the actual process of holding the pen and writing the ideas down. It is helpful to have a pen that is a pleasure to use, and paper that has a nice feel to it. For me, it is important to use pen and paper for everything but the unedited final draft. This keeps my mind aware that I am far from finished, and tells my mind to keep pumping out the ideas. It was important that I learn to love the actual process of writing. The reason for that is related to the type of learner that I am. Once I realized that I will stay focused and work hard toward something I love, I knew the key. Every time I write I think more clearly. I'm glad I didn't wait until I was 30 to start writing for mere pleasure. It is always going to feel right to be the age you are, but you must keep it in perspective and examine how much time has passed and how much time will continue to pass.

The key is to love the process of learning. This is possible even if you are taking a subject or reading a book that completely bores you or frustrates you. Use your writing to link things you love to the assigned topic that bores you. For instance, let's say you hate your physics class but love playing basketball or reading novels. You can relate physics concepts to each of these hobbies. Just try to imagine how to do that!

If you feel blocked whenever you pick up a pen and start writing (or sit at a keyboard and start typing) all is not lost. You do have options! You can ask a friend to write or type as you talk. Tell the friend not to worry if what you say makes any sense or is repetitive. Another option is to record what you say and try to write or type it up later. Having a recorder handy helps me a great deal because I can get my thoughts out and write them down later. Yet another option is to get Dragon speech recognition software. Just the same, there is something helpful about you being the one to write it down. Why? It creates new pathways from your hand to your mind. An important writing tip is to take adequate breaks from writing. The more you write down or record your thoughts, the more you will discover that your brain never stops working in the background (even during breaks) if you have trained it right.

Professors aren't trying to torture you through writing assignments. Writing gives you a voice. Professors can be a great help to you. I think many of us forget that we can just go up to our teachers and talk to them. To be blunt, I had a few teachers when I was young that should have turned me off to the whole share your feelings thing, but nope. I'm better than that. It's a good thing, too. As my grandma says, and my mom reminds me; a person is blessed to have had just one awesome teacher in their life. I have had so many great teachers. They have helped me become a lover of learning and writing.

I have a problem with peers who have said and think that they don't (or shouldn't) have to do any work to get good grades. If they don't have to then they can't really compare themselves to kids who have to work harder than they do. Yes, I use the words kids for college age, but I prefer calling people younger than that children. Kids are actually goats, right? Anyway, these kids say that the work just comes naturally. Since when does work come naturally for anyone? Remember, if one knew everything about a certain subject then why would they take the class? If they are doing it just for the credit, then they should be down on their knees everyday thanking God that they get to earn college credit. The teacher's job includes ensuring the students aren't turned off to the subject. This doesn't mean all the students will love the subject. Even if they do, they may find other avenues to explore. That is what all great writers do, too.

The point of school isn't to fry your brain; of course, it does that very well. The point is to expose a person to a wide selection of subjects. This helps to both learn about those subjects and determine where your interests lie. Hard work and big demands help students to develop high standards within themselves. Lesson plans and requirements change as you go through college. This is to be expected. Education is earned, it is not automatic. If everyone could get a decent job and have a great life simply by choosing "the right school" don't you think people would have all flocked there by now? I am grateful for the professors

that I had; they taught me more than the subject matter. If you look carefully at what your professors require, you will find the path they want you to try. Most people that truly try (by committing themselves to the task) do succeed. However, there are some people that haven't discovered how to reach their potential. The trick is to be reliant on others for the right reasons. Don't expect others to do the work for you.

I remember watching a kid walk in to class one day. I was studying outside the classroom. He asked me if I was ready. I don't remember what I said to him, but I do know that he was not ready. He was late to class frequently and was obnoxious. The burden of being an adult is viewing people as obnoxious if they just aren't charming. Well anyway, small talk is just small talk. The point is he always expected others to do his work for him. When I was a young boy, I spoke with a cashier in New Jersey. She said to me, "Oh you like school now, but wait until you get older". Again, the implication was there is something wrong with being expected to work hard. Perhaps she was just in the negative frame of mind regarding school and education. Your frame of mind has a lot to do with what kind of student you become and what you will achieve. With me, there is no gray area. I either like all of school or dislike all of it. It's real simple and it works great because I would imagine there is something that everyone can like about school. Believing you can succeed helps you succeed. Case closed. Don't waste your time hating your assignments. It keeps you from progressing. Remember, the pursuit of your degree is like climbing a mountain. You cannot reach the top while sitting in the path complaining that the path is steep.

We each come into this world with negative cash flow so to speak. We don't start out contributing to society. Hopefully you do know you must contribute to society. Why not become a writer? Writers are very special. They say if you can't write for yourself you shouldn't write for anyone. Your assignments give you the chance to write for yourself, not just your professors. My mom has gotten me interested in finding excellent quotations. I now think in terms of book titles and poetic lines. My writing has helped me become interested in marketing. Marketing (and writing) is a process of persuading or informing people.

Writing will help you beyond your school assignments of course. In the "real world" excellent writing skills are essential. No one will hire you if you aren't even at the level where you would hire yourself. Writing effectively will help you make the world a better place. Remember, it isn't just what the story (or report) is. It is how it is told. Make sure your writing pulls the reader's interest along. Read through what you wrote with an objective, critical eye. If you were to read your paper to your class, would they follow your writing and logic? Will it inform and persuade them? You do not want your writing to be like the local news. So often, all they have is hype and no depth in the topic. This satisfies no one.

Effective writing means analyzing the topic thoroughly. Most people are good philosophers but are unaware they are. In other words, they may wonder about both sides of an issue. Just because the majority of society believes that information means one thing doesn't mean they should avoid exploring the opposite side of the issue. A terrific example of this is the topic of global warming. Many people and scientists have come to believe that global warming and climate change are caused by people and carbon emissions. An exceptional paper about the topic would include scientific data and other research from both sides of the issue. This can result in a much more satisfying paper. Remember that theories are powerful and keeping an open mind is essential.

As a student who has experienced great success I will tell you that time is even more valuable to me now. A great stress reducer is to begin your writing assignments as soon as they are assigned. This strategy gives you ample time to write down everything that occurs to you so you can comb through your writings and choose which parts to retain for this assignment. Beyond this, taking advantage of free time (and building it into your schedule) is great if you use this time to get ready for the next battle of school work. Live, work, and write without regrets. You don't want to be saying in a few years "gosh, what kind of success could I have had if I had really worked hard the whole time"? Why not just go ahead and work your hardest now? You only have the one chance at it, so make the best of it! Ultimately, the question in life is, "would you do it again"? If you answered yes, then would you do it all over again before you were even done? Now that's philosophy. Each time you need to write, get your thoughts on paper or tape. Then refine and search for the best way to communicate what you are trying to say. Work hard, write hard, but do it joyfully. As the boxers say, "leave it all on the mat". Through this book I will show you the ropes. But you still will have to do the climbing. Please believe me; the struggle to the top is definitely worth it.

School generally won't help you become your own employer. However I don't go as far as Rich Dad Poor Dad by saying that it completely doesn't help a person. Of course, if there was time to learn everything then people would teach everything. So many fields are advancing every day. Let me encourage you to stay current on social trends. Seize the day. You wouldn't be reading this if (a) you didn't buy this book and (b) if you weren't interested in any enjoyable topic imaginable. That is the first step to being a good student and writer. Interconnectedness is the key. Connecting the dots and looking for clues to your success story. The future is ours. Hopefully we all get to the point where we exceed our teacher's expectations. The reason I love reading and selecting books to buy and learn from is you never know how it will change your life. Often times we buy something just because of a specific element in the material we really loved. Later we learn

that all of the knowledge was meaningful. I recommend that you read and re-read not only my book but your own writings as well.

Remember to have fun and enjoy what you have written. I hope you get excited when something clicks and you think of something new and fresh you can add to your assignments or work. This also applies to your career and life. Always try out your ideas, writings, and skills on a new audience. You will be surprised at who will listen and who needs to hear your message. If you think this book can't help you in a huge way, then think again. We all have to learn to communicate. It's important. Trust me. I believe you will never know how much you are capable of until you try. Always try and find complex answers to life's persistent questions. Most people surf the web to get their questions answered, yet I often come away from browsing the web with more questions than answers. This is a good thing for a writer.

If you have seen the movie *Anger Management* you might remember when Jack Nicholson asks Adam Sandler who he is. Adam Sandler keeps telling him what he does and not who he is. Comedy ensues, but the point is that it tends to be easier for people to write about what they think others want to hear. Hopefully you will, or already have, taken some writing or psychology classes to get in touch with your inner self. It's ironic that some of us have inflated egos, but when those individuals are asked to write about themselves it becomes difficult. That is because it takes a certain amount of courage mixed with humility to share how one feels about themselves. Basically what Jack Nicholson wanted Adam Sandler to do was to admit to himself that he had lost touch with his inner self. My philosophy is that if you set out to succeed but fail you never really had a plan to succeed in the first place. Sometimes you can do more than change the world just by thinking the right way. Perception is everything. Hard work pays off. If no one got paid for doing work, do you think that people would just sit around all day? No. There will always be an open free flowing market for new possibility combined with the human element. I wrote this book to show people that saving and revisiting your work is important. Writing is all about confidence. I hope this book provides all that you need so that you realize that you had the confidence and capability all along. This book will help you develop the skills. Please pass this confidence along to others. Writing skills begin long before you put pen to paper. Ask yourself, "Would I read and enjoy what I wrote if I was a consumer who bought the book or content that I wrote?"

Let's be honest. You wouldn't have found this book (or it wouldn't have found you) unless you were supposed to have it. I actually experienced many of my school buddies needing help with their assignments. They always came to me because I was organized, thorough, and tough. Now you can help your peers,

family, and classmates with just this one book. You are probably a good student. You just might lack some simple writing skills. Hey, what did you want me to say? You lack complex writing skills? Is it possible for me to make you enjoy writing even more than you do already? You tell me; but only after you have finished my book from front to back. Ignore this instruction if you are a psychic guru. If you are that is pretty stinking cool! (My psychic skills just told me you aren't chuckling at my cleverness). Learn to love your brain again. But if that sounds too stressful I suppose you could hate your brain instead. (The latter is not recommended and I am not liable for your brain. If you bought his book your brain will love you back). Learn to channel your thoughts to increase productivity. Become a powerhouse of wisdom. This book is a slice of my entire life until now. It was custom designed with you in mind. Please tell your friends and associates about it. Train yourself to never be bored again. This book is the real deal. Everything in this book can be used the day you buy it. Please pass what you learn on to everyone who needs it. (All I ask is that you always learn before you teach). You can't buy the knowledge that is owed to you. In school you are not paying for what you learn, you are paying for the skills that your knowledge will gain for you! This book provides you an excellent resource as a starting point. Many people don't finish high school, let alone college. The national average for people who graduate from college is 25%. My book can help you be in that 25%! You can become a successful writer in your college courses. A final note: learn to reuse your content and writing material. Remember; don't be afraid to put pen or pencil to paper. Paper is cheap. Your ideas are not. So let's begin! Success is just around the corner. Your playbook is finally here in your hands.

MASS MEDIA

RESEARCH PAPER ON CHURCH AND MEDIA: MORALITY IN MEDIA

The Church and Media course provided multiple opportunities to discuss and analyze media through the lens of the Church and morality. The final topic examined whether secular movies that deal with life issues are commendable for conveying a good message, despite the crude content that often accompanies them.

The Final Round

Here we are, with cramped fingers and fried brains, in our last attempt to be the “voice in the desert” crying out so that all may hear the good news of the future of the film industry. We hope our guidelines give insight to those searching for wholesome yet hilarious entertainment. We believe that the conclusions we have come to and the guidelines we are presenting regarding what an ideal secular movie that portrays life issues are a good starting point and framework for professionals who wish to make a difference in the film industry by reaching the audience through humor and real life, pertinent situations.

The Family

After long debates both in and out of class, it is now obvious that there are going to be persistent disagreements concerning these movies between the opposing team and ours. The strongest of these disagreements is the opposite view our teams have concerning the portrayal of the family in the mentioned movies. First and foremost, we agree and reaffirm what the opposing team said concerning the Church’s teaching on the family. The Church even calls the family the “*original cell of social life*” (The Catechism of the Catholic Church, 1993, paragraph 2207). The Catholic Church places an importance on the family and stresses society’s role in strengthening and protecting it. Secondly, our team agrees with the opposing team that, “the institution of the family is important when trying to convey a pro-life message” (Dickey & Fisher & Hauge, 2008, p.6). Both teams agree with the Church’s teaching and the importance of family in the pro-life message. While the opposing team sees these movies as negative or blurry portrayals of the family, our team sees them as accurate portrayals of the modern family that stress the importance of family and demonstrate the struggles and problems found in the modern family.

Knocked Up

The opposing teams says that Ben and Alison, "...immerse themselves in regular premarital sex and pornography, and dare I mention the countless number of crude language. How does this create a 'good environment'? This is not a family environment in which to be raising a child" (Dickey & Fischer & Hauge, 2008, p. 7). The word "immerse" is quite strong considering there are only two sex scenes between Ben and Alison, one in which the baby is conceived and one during the pregnancy. Also, the couple do not "immerse" themselves in pornography. Yes, at one short scene in the movie Alison is watching a movie along with Ben's friends and calls out the moment she sees a "boob." However, towards the end of the movie, Alison is no longer actively participating in Ben's friends' "nude scene" business. Furthermore, Ben quits his "job" collecting nude scenes in movies and gets a real job. He also moves out of the house where his pot-smoking, deadbeat friends live and buys an apartment in which he builds a simple yet loving nursery. At the very end of the movie, Ben and Alison are together and the credits show the two happily playing with their child.

Juno

Another issue the opposing team raises is the portrayal of Juno's parents. They state that, "They [Juno's parents} casually accepted it [her pregnancy] as if it was the next obstacle in their lives that they had no choice but to face, and instead they should have taken this incident and taught Juno a lesson in some manner, not harshly, but in some way" (Dickey & Fischer & Hauge, 2008, p. 7). Considering the circumstances, it is fairly obvious Juno has already learned her lesson. When the girl offers Juno a condom at the abortion clinic, Juno looks at her in slight shock and says, "No thanks, I'm off sex." In another case, Juno and Bleeker are arguing and Juno says, "Are you ashamed that she did it? "Cause at least you don't have to have the evidence under your sweater." Juno has learned her lesson and has accepted the consequences of her actions, without her parents having to sit her down and lecture her about premarital sex.

The Catholic Church says parents are responsible for, "...creating a home where tenderness, forgiveness, respect, fidelity, and disinterested service are the rule" (The Catechism of the Catholic Church, 1993, paragraph 2223). Juno's parents treated Juno's pregnancy with tenderness and forgiveness. They respect Juno's decision to give the baby up for adoption. Juno's step-mother shows her fidelity for Juno when she staunchly defends Juno against the ultra-sound technician. Furthermore, both parents are examples of service. Mac, her father, brings her to the house of the adoptive parents, gives her advice on love and relationships, and loves her unconditionally. And Bren, her step-mom, takes her to the ultra-sound, holds her

hand in the delivery room, and on a lighter note, has even pushed aside her love for dogs because Juno is “allergic to their saliva.”

Waitress

Although the movie was horribly made, we still disagree with the opposing team that Jenna should have gotten an annulment in the movie. Yes, as Catholics we would prefer that she had the marriage officially annulled. However, we must remember the setting of the movie and the characters involved. It takes place in the south in the middle of nowhere. The reasons for why they got married were not addressed, and neither were the religious practices of any of the characters. Furthermore, a scene in which Jenna gets an annulment would be awkward for the flow of the movie. We must also remember that not only does Jenna leave her abusive husband; she also leaves her affair behind. She could have easily started fresh with a new man. Instead, she starts a new life with only herself and her daughter.

Reality of the Modern Family

The families portrayed in these movies are realistic to the modern family. Like Ben and Alison, there are people who have children outside of marriage and before they are ready. Ben and Alison show an example of two people who accept responsibility for their actions and try to improve themselves for each other and their baby. It is a reality that there are single mothers like Jenna from *Waitress*. She leaves her abusive husband and her affair in order to make a better life for herself and her daughter.

Furthermore, teen pregnancy is a reality. *Juno* not only offers an example for parents to approach the situation with tenderness and love, but the movie has also been used to bring adoption back into society’s view. Less than 2% of all pregnant teens give their babies up for adoption (Koch, 2008). In an article in USA Today called *Movies open door for adoption advocates*, Thomas Atwood, President of the National Council for Adoption says, “We see the movies [Juno and Bella] as an opportunity to promote adoption awareness” (Koch, 2008). A movie such as *Juno* has the ability to bring the option of adoption back into the picture.

Divorce is also a theme in *Juno*. Although it is a sad reality, divorce is a more than common occurrence in our society. According to the U.S. Census Bureau, the average divorce rate in 2004 was approximately 43% for all marriages, and this number has been speculated to have climbed towards 50%. In 2004, out of all male U.S. citizens over the age of 15, 20.7% had been divorced at least once. Also, for all U.S. women over the age of 15, 22.9% have been divorced at least once. The opposing team says, “We are not refuting that there are no families with difficulties and pain, but rather that the movies *Juno* and *Knocked*

Up suggest that the brokenness is okay and doable, and instead of being depicted as broken and unhealthy, they are brushed over lightly” (Dickey & Fischer & Hauge, 2008, p. 7). If the brokenness of the family was “brushed over lightly,” the opposing team must have watched a different movie. The idea of familial brokenness is one of the deepest conflicts in Juno’s life. She tells the audience early in the movie that her mother left when she was a little girl. When she finds out that Mark Loring is going to leave Vanessa (the adoptive mother), she pulls over on the side of the road and cries for the first time since the beginning of the movie. Later, when Juno goes home, her father asks what’s bothering her. Juno responds saying, “Just losing my faith in humanity,” and also says, “I need to know if it’s possible for two people to stay together forever.” The idea of a broken family is not addressed lightly in Juno, but rather with sensitivity and insight.

Difference of Interpretation

Although our team and the opposing team strongly differ on the issue of family in these movies and on other issues, we also realize that one of the underlying causes of these disagreements is a difference in interpretation. Like paintings, books, and poetry, film is an art form and open to interpretation. When it comes to artistic interpretation there will always be differences and similarities. These differences can stem from both personality and life experience. Our team sees that there are differences central to the issue at hand. We feel these differences will not be solved through this debate.

The *Knocked Up* Conclusion

After discussing the matter as a team, and with the opposing team, our team has drawn a conclusion concerning the movie *Knocked Up*. Although the movie has moments of goodness, truth, and beauty, we have come to the conclusion that the profanity is far too excessive to fully commend the movie. The nudity is beyond ridiculous; one example of this is the exposure of six different women’s breasts. Also, the language exceeds simple curse words; some entire conversations are blatantly inappropriate. Although we still believe that some people will come away from the movie with a greater respect for life, we also see the dangers in the rest of the movie’s material. *Inter Mirifica* discusses the portrayal of moral evil in the media and says, “...such presentations ought always to be subject to moral restraint, lest they work to the harm rather than the benefit of souls, particularly when there is question of treating matters which deserve reverent handling or which, given the baneful effect of original sin in men, could quite readily arouse base desires in them” (Paul VI, 1963, paragraph 7). *Knocked Up* has the great potential to harm rather than benefit the soul; we cannot commend *Knocked Up* as a whole. Rather we commend the beautiful moments of truth found inside the core of the movie’s message.

Guidelines

The rest of our paper will focus on constructing guidelines for those Catholics who desire to make life-issue films in the secular world, though the guidelines will also apply to Catholics who simply want to watch secular life-issue movies. How should we make them and which ones should we watch? When does the bad outweigh the good, and how do we discern when a movie has crossed the line?

Portrayal of Reality and the Pro-Life Message

There is a saying that goes like this: “you can’t show the good without showing the bad”. Whether or not this holds true for everything, it’s certainly a fundamental aspect of storytelling, because every story needs conflict. If *The Lord of the Rings* had no representation of evil, for instance, would there be a lesson in Frodo’s goodness?

In a story about life issues, the opposing forces, or the obstacles have to be shown in some capacity. Society today happens to be one of the pro-life advocate’s greatest opponents, and thus it is important that filmmakers portray society accurately and relevantly. This doesn’t mean they should indulge, or greatly expand upon, any particularly sinful aspect of society in order to ‘talk’ about it – such as *Knocked Up* does with its gratuitous sex and drug-related scenes. Rather they should apply *Inter Mirifica*’s instructions:

Finally, the narration, description, or portrayal of moral evil, even through the media of social communication, can indeed serve to bring about a deeper knowledge and study of humanity and with the aid of appropriately heightened dramatic effects, can reveal and glorify the grand dimensions of truth and goodness. (# 7).

The Catholic filmmaker should seek to be honest and realistic, painting the whole picture in a way that will strengthen and nourish the morality of the viewers. The movie must highlight the good and cast the evil into shadow, in order to glorify that goodness. Furthermore, movies must be realistic if they are to increase our understanding of humanity and the world. Movies like *Mom at Sixteen*, *Too Young to be a Dad*, and *Fifteen and Pregnant* are in danger of turning viewers away because the characters within may seem contrived and the atmosphere warped or overly biased. The belief that they are conveying the real truth is lost; at its simplest, then, ‘being realistic’ means to portray things the way they truly are.

Nevertheless, such presentations ought always to be subject to moral restraint, lest they work to the harm rather than the benefit of souls, particularly when there is question of treating matters which

deserve reverent handling or which, given the baneful effect of original sin in men, could quite readily arouse base desires in them (*Inter Mirifica* #7).

As mentioned earlier, the scenes depicting immorality in *Knocked Up* went too far and ended up having a negative influence on the audience instead of a positive one. Thus, when portraying evil, the ever-proverbial ‘line’ can be drawn at the precise point when the evil begins to tempt the viewer, rather than repulse. When a certain scene in a film arouses ‘base desires,’ it is not fulfilling its purpose to enrich the soul of the viewer or to illustrate the triumphant nature of truth and goodness; it is merely flirting with sin. All movies must have a conscience. Moral evil must always remind us of moral good; it must *never* cause us to forget. When the audience has forgotten that the evil presented is evil, the film has lost all merit.

Portrayal of Sex

The portrayal of sex in any media is probably the touchiest subject to audiences, especially Christians. As Catholics, we believe that sex is a sacred act in which two people experience union with one another and with God. With regards to the sanctity of sex, it is morally offensive to see it perverted on a movie screen, reduced to a mere act of pleasure and objectifying both the man and woman. Because of this, it is absolutely necessary that sex scenes in movies are not pornographic. The Catechism of the Catholic Church states that pornography “does grave injury to the dignity of its participants (actors, vendors, and the public), since each one becomes an object of base pleasure and illicit profit for others. It immerses all who are involved in the illusion of a fantasy world. It is a grave offense” (CCC 2354). However, the purpose and means by which the sex scene is portrayed must be taken into account.

Grossly explicit sex scenes are never necessary for any reason and should always be adamantly discouraged. Audiences should “avoid those [media] that may be a cause or occasion of spiritual harm to themselves or that can lead others into danger through base example, or that hinder desirable presentations and promote those that are evil” (*Inter Mirifica*, # 9). However, as stated earlier, # 7 of *Inter Mirifica* states: “The narration, description or portrayal of moral evil, even through the media of social communication, can indeed serve to bring about a deeper knowledge and study of humanity and, with the aid of appropriately heightened dramatic effects, can reveal and glorify the grand dimensions of truth and goodness.” With this in mind, we must consider those circumstances in which a sex scene, though intrinsically morally offensive, may be used.

With respect to the movies, the character development and plot are essential for success. Sexual content sometimes plays a key role in this development, but careful attention should be given to whether or

not the content is gratuitous. For example, in *Juno* the opening sex scene is fundamental to the plot of the entire movie and acts as the basis for the ensuing relationship between the two main characters. The act is not explicitly shown and only lasts long enough for the audience to begin realizing the situation that Juno and Bleeker had. Conversely, in *Knocked Up*, much of the sexual content became gratuitous when it was no longer providing new developments of the characters of the plot. The sex scenes in *Waitress* that show Jenna's affair are unnecessarily explicit and ultimately gratuitous. In all possible cases, it must be encouraged that sex scenes are implicit for the sake of the actors and audiences because "such presentations ought always to be subject to moral restraint, lest they work to the harm rather than the benefit of souls, particularly when there is the question of treating matters which deserve reverent handling or which...could quite readily arouse base desires in [men]" (Inter Mirifica, #7).

Profane Language

The use of profanity in movies should not be judged by the precise number of times certain words are said, but rather by what purpose they serve. Language is essential to creating the environment of a story, and the way in which characters speak and relate to each other through dialogue is very significant. The reason that there is an emphasis on language is because it is an element that greatly contributes to the "realistic" aspect of stories. It is therefore necessary to correlate the need for realistic situations in these movies with the need for language that realistically helps the development of the story and its characters. Profane language must not be gratuitous, and under no circumstances should derogatory language be used for the sake of humor. Again we can turn to *Juno* as an example where the language in the film contributes to the entire persona of Juno and her sarcastic, witty attitude, as well as to the sense of reality for the audience (every character's language reflects how many people in society speak). We do, however, acknowledge that in some instances there were dirty jokes that were not necessary and instead only provided humor, but that is why *Juno* cannot be taken wholly as a perfect example. Some of the language, however, satirized different stereotypical groups in society, like abortion clinic workers and sex education teachers, and though it provided humor, these are examples of the proper use of crude language for humor.

The Appropriate Audience: Judgment of the Parents

When facing the question of what age a child or adolescent should be permitted to see films such as these, the answer is not a simple or a definite one. There are so many variables that come into play. Most importantly, we must consider the vast differences in every family and every child, each from different backgrounds and cultures. What is old news to one child or teen may be shocking, terrifying or scandalizing

for another. Since there are these variables, who can rightly say what a child can watch but his parents? *Inter Mirifica* states that “Parents should remember that they have a most serious duty to guard carefully lest shows, publications and other things of this sort, which may be morally harmful, enter their homes or affect their children under other circumstances.” Parents need to ensure that they educate themselves and stay aware of what their children are watching and what is in the recent films.

There is a fine line that parents need to be aware of between protecting their children from truly morally offensive films, and sheltering their children. The Catholic Church urges us, in regards to the media, to take a threefold part of “formation, participation, and dialogue” in *The Rapid Development* by Pope John Paul II. This can be useful for parents when trying not to shelter their children because if they choose to let them see a movie that may contain some “tough” issues, such as teen pregnancy, premarital sex, or broken families, they can talk about the movie afterwards and make sure that their children understand the Church’s position on these issues and what attitude to take on them. By educating their children in this informal way, they are arming them with the tools they will need later in order to make their own judgments. Article 10 of *Inter Mirifica* states:

Those who make use of the media of communications, especially the young, should take steps to accustom themselves to moderation and self-control in their regard. They should, moreover, endeavor to deepen their understanding of what they see, hear or read. They should discuss these matters with their teachers and expert, and learn to pass sound judgments on them.

The fact that the older adolescents are the more they are able to judge what they see was confirmed in a study that was done and published by the Journal of Sex Research entitled “Adolescents’ Contact With Sexuality in Mainstream Media: A Selection-Based perspective”. Part of the study says that the age that the adolescent is exposed to media with sexual references of or images plays a large part in what their attitude towards it is. They tend to evaluate what they see and weigh it against their own beliefs. Taking this into consideration, parents should feel confident in allowing their children, as they grow into teenagers to make their own judgments on what is appropriate to see and what is morally offensive. Parents need not be afraid to let go of controlling every entertainment decision for their children once they are confident that they have done their duty in arming them with the truth.

The Appropriate Audience: Media Practice Model

The Media Practice Model as outlined in the article entitled “Teenage Sexuality and Media Practice: Factoring in the influences of Family, Friends, and School” helps shed some light on the question of what

age a child or adolescent can see some films. The study is based on the research that shows that a teens own self-image and sense of who they are affects what kind of encounter they have with the media, especially media that involves sexual themes. This study revolves around what kind of upbringing the teen has had and who he has been surrounded by and influenced by. This gives further confirmation to our conclusion that we cannot definitively give an age range that these movies are appropriate for since each person's evaluation of, and reaction to the film differs depending on what they were taught and who they were influenced by.

Conclusion

Catholics must uphold their values in whatever they do, including making movies, watching them, or sharing them with others. Likewise, when a Christian filmmaker is trying to reach a secular audience, he cannot merely restate his Christian values and go home; he must show, not tell. He must integrate, or apply, his Christian values to real-life situations when crafting his characters and his storyline. He must be willing to show the world in as honest a light as he can. He must show the truth first, before he reveals the religion, if he does indeed choose to reveal his religion as a source for his ideas at all.

Over the course of this debate, we have argued the merits of four movies, claiming quite firmly that all four were commendable for their pro-life messages, despite their crude content. We were wrong about *Knocked Up*, a movie we have come to see does, in fact, cross the line. Its crudeness makes it ultimately immoral, and no good message within it can redeem it. Comparing it to the other films that remained within the boundaries, especially *Juno*, we then came up with a set of guidelines that were in keeping with the teachings of the Catholic Church, and (we hope) accurately judge the morality of a movie. These guidelines can be applied not only to life-issue movies, but to all movies Christian or secular, kid or adult, action or drama or any movie at all in any situation.

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PERSUASIVE COMMUNICATION: PAPERS AND SPEECHES

RESEARCH PAPER: REDUCING SPEAKER NERVOUSNESS

Introduction

Literally thousands of books and articles have been written about dealing with speaker anxiety and nervousness during a speech. This information, combined with classes in public speaking, and organizations like Toastmasters International all serve a purpose. That purpose is to help people improve their speaking and reduce nervousness. In this paper, these facts and techniques will be presented and explored. This paper will first describe the factors that contribute to speaker nervousness/anxiety. Then techniques for solving these factors will be presented. By learning about and applying these strategies and techniques, speakers improve the likelihood of delivering effective speeches.

Statement of Purpose

The goal of this research paper is discover and describe the various theories, techniques, and strategies that experts have used to reduce nervousness during the delivery of a speech.

Research Question

Will acquiring knowledge about speaker anxiety and learning strategies for dealing with be helpful in reducing nervousness?

Thesis

This knowledge will help speakers reduce or even eliminate their nervousness during a speech because speakers will have information and a new roadmap to help them avoid paralyzing nervousness.

Significance

The ability to deliver a speech effectively without being nervous is something each person should be able to do. The fact that this ability has not been emphasized enough is evident in this country, as fewer people than ever are able to deliver a speech effectively.

Method

I conducted a literature search through libraries as well as an internet search on the World Wide Web to gather my research information.

Findings

Physiological Component to Speaker Anxiety/Nervousness

Contrary to what many people believe, it is not just a psychological fear that speakers experience when they are nervous. There is a definite physiological factor behind that fear. In other words, you are not just imagining that your body feels fear. It can be seen in the actual brain imaging. This is a surprise to many people, as their fears and anxieties are often minimized by others. According to Berkin (2010) there is physical proof of anxiety in brain imaging:

The design of the brain's wiring – given its long operational history, which is hundreds of thousands of years older than the history of public speaking – makes it impossible to stop fearing what it knows is the worst tactical situation for a person to be in. (p. 15)

This physiological component cannot be ignored. It is similar to the stress the body feels whenever it is in a fight or flight situation. This is the reason for the quivering voice, shaking hands, dizziness, or sweating that many speakers experience. Thus, the speaker cannot overlook the fact that his brain is wired to feel fear, which translates into speaker anxiety. To overlook this fact invites disaster. Why? According to Berkin (2010), “fear gives us the energy to proactively prevent failures from happening” (p. 17). Being in denial about the fear prevents speakers from using that fear to their benefit. “If you pretend to have no fears of public speaking, you deny yourself the natural energy your body is giving you. An important point is that “anxiety creates a kind of energy you can use, just as excitement does” (Berkin, 2010, p. 18). Through proper preparation, a large part of the physiological aspects will be overcome.

Situational vs. Trait Anxiety

An important distinction for speakers to keep in mind is that there is a difference between situational and trait anxiety. Situational anxiety is related to the situation. Sometimes it is appropriate to feel anxiety, such as if you are in great danger. When delivering a speech many people feel anxiety. The situation is often one they have created themselves, through their negative thoughts or through not being well prepared. Trait anxiety, on the other hand would be a natural tendency that some people have to be anxious or shy. This can be overcome through seeking help (in addition to practicing the speech). The distinction is important.

Although both types of anxiety can be reduced through the strategies I discuss, trait anxiety may very well need the help of an understanding counselor as well.

Speakers' Thought Patterns

Speakers' own thought patterns greatly contribute to speaker nervousness. How does this happen? I believe that speakers sometimes feel nervous because when it is their turn to listen to someone else's speech they continually compare how the speaker is doing and judge how we would be doing it instead. Thus, when speakers speak they very correctly know they are being continually evaluated. This feeling of being under the gun creates a huge amount of anxiety which in turn causes the speaker to do poorly.

If speakers continually give themselves the image that they are terrified, they will be terrified. It becomes a self-fulfilling prophecy. If instead of focusing on their anticipated fear they focus on preparation their fear is reduced. In order to become an effective public speaker, you must accept that the secret lies in letting go of the 'public' part and focusing on the speaking part (Zeoli, 2008).

Self-defeating Preparation Techniques

Speakers with high speech anxiety often have several similar habits that end up causing them to be nervous while delivering a speech. The most common tendency is that speakers do not practice their speech out loud enough. They greatly underestimate the amount of time it takes to deliver their speech effectively. As a result, they do not know their material well enough, they rely on notes too much, they do not have sufficient eye contact, their hand gestures and voices do not do enough to draw the listener in, and they are just plain ineffective.

Besides insufficient practice, speakers often make the mistake of choosing too broad of a topic or having too many major talking points in the speech. In general, it is considered the most effective to have three major points within your speech. If you provide too much information in a speech, the audience will not be able to absorb all of the material. Having to remember too much information increases the nervousness of the speaker as well (Gallo 2010, Zeoli 2008).

An overlooked technique is that speakers do not put enough time into defining who the audience is. They must consider this factor when preparing their speeches or the speech might not engage the audience. It is far better to dig too deeply into figuring out who will be in the audience and how they think than to lose most of the audience because they don't care about your speech (Zeoli, 2008).

Physical Strategies to Counteract Nervousness

It is critical for speakers to know that the presence of anxiety or nervousness provides a benefit. If they focus on it as only a bad thing, they can block the benefits that come from the nervousness. “Some anxiety is a good thing. It makes you perform better. Think of athletes; before a race they are anxious but they are able to control the anxiety and they channel it in a positive way” (Provan, 2009, p.126). If speakers think about their anxiety in this way, then when they feel an attack of the jitters they can go through self-talk. They can say, “Oh, I am getting psyched up to speak. This is great. I will have the energy I need to do well”.

There are definite physical strategies that speakers can use that reduce nervousness and anxiety. Taking deep, slow breaths or a walk outdoors can reduce nervousness while giving energy. Another strategy is to get some intense physical exercise.

I want to make my body as relaxed as possible and exhaust as much physical energy early in the day. As a rule, I go to the gym in the morning before a talk, with the goal of releasing any extra nervous energy before I get on stage (Berkin, 2010, p. 21).

Preparation Techniques That Reduce Nervousness

Just as with any performance or skill, the more speakers practice the better they get. Steve Jobs is widely recognized in the business world as an excellent public speaker. There are many aspects that separate him from the others, but the most significant is his preparation before a speech. In an analysis of how Steve Jobs succeeds, Carmine Gallo (2010) stated:

Relentless preparation is the single best way to overcome stage fright; know what you’re going to say, when you’re going to say it, and how you’re going to say it. Shift the focus to what your product or service means to the lives of your listeners, and be confident in your preparation (p.193).

Speakers must plan on spending hours rehearsing. They should rehearse with their script, “writing arrows for pitch, and underlines that indicate emphasis” (Bartlett, 2008, p. 87). This technique, in turn, helps speakers work with varying their voices. “If you practice changing your voice to engross each listener it will actually take away from the nervousness a person might feel. Don’t think how you sound, feel how you sound” (Bartlett, 2008, p. 87). Speakers must vary their voices (both volume and pitch) so that they do not speak in a monotone. Practicing in front of people, using a tape recorder, or filming themselves all are ways the speaker can improve and perfect their

delivery. Practicing the speech in the actual room it will be given in before the day of the speech helps speakers feel more comfortable when the day of the speech arrives.

Besides working with their voices, speakers must work with their visual aids. Visual aids should be simple, effective, and memorable. “Always standing on the right of a slide presentation is helpful because people will always return their focus to the left side to see where you are standing” (Bartlett, 2008, p.86). The slides used during the speech should, of course, emphasize the important points of the speech. Gallo (2010) explained that “the speech should have a headline and a passion statement. Then you should write out the three messages you want your audience to receive. The messages should be easy to recall” (p. 7).

Another area that must be practiced is movement. This means to practice when and where to walk during the presentation, and when to use gestures as well as which gestures to use. “Body language and verbal delivery account for 63 to 90 percent of the impression you leave on your audience” (Gallo, 2010, p. 165). The use of gestures also helps speakers improve their own focus.

Techniques to Use during the Speech to Reduce Nervousness

There are numerous techniques that experts mention as effective for reducing nervousness while delivering the actual speech. These include physical things like deep breathing, tightening and loosening muscles, and focusing on not rushing. When a speaker first stands in front of the audience Bartlett (2008) advised, “Keep your mouth closed until you have reached out silently with your eyes to an individual member of the audience” (p. 87). Throughout the speech, the speaker should continually have eye contact with various parts of the audience.

Throughout the speech, speakers can greatly reduce nervousness by keeping their true passion for the subject material in mind. They must let this passion come through in their voice, gestures, movements, and facial expression. “Passion stirs the emotions of your listeners when you use it to paint a picture of a more meaningful world, a world that your customers or employees can play a part in creating (Gallo, 2010, p. 32)”.

It is essential for speakers to adjust their speech while delivering it. They should do this if it appears that some of the listeners look confused, detached, disinterested or upset. They must make adjustments to draw the audience in.

In every speech I focused my attention on the audience and read reactions in real time. If I saw or sensed skepticism or confusion, I altered what I said on the spot. I managed hundreds of people at a time in a real exchange because I made the impact of what I said matter more than the content or perfection of my delivery (Cramer & Wasiak, 2006, p.99).

Conclusion

In history, some of the greatest speakers were politicians and philosophers. Abraham Lincoln comes to mind when considering politicians. He always connected with his audience, and spoke in understandable language. His words conveyed passion, and are remembered to this day. “When Aristotle wrote his communication handbook he was not indulging in idle philosophical speculation. He was offering his students advice about how to make an audience listen, believe, remember, and act” (Cramer & Wasiak, 2006, p.29). We rarely think about what makes us react the way we do. The present moment passes into the past, and the future comes either too quickly or slowly. Speakers must keep in mind that the audience is in the present moment. Speakers must keep them in that moment. Focusing the speech on a few points helps the speaker avoid nervousness and helps the audience stay involved with the speech as well.

Through proper preparation and adjusting the speech while delivering it, speakers have the strongest chance to eliminate their nervousness and be effective speakers. Insisting on developing a passionate, compelling speech is important. Aristotle favored emotional appeals, as did Benjamin Franklin. We must always know that speaking is supposed to rivet the audience. Focusing on the passion while preparing, rehearsing, and delivering the speech is the key to reducing overall nervousness. If well-prepared speakers are passionate enough, they completely forget to be nervous.

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PERSUASIVE SPEECH: DRINK GREEN TEA

What drink do you reach for the most? One thing we can't refuse to look at in this desert is hydration. Isn't the reason why we stay hydrated so we can feel the benefits of our healthy supplements and daily activity? I am here to convince you to choose green tea. Green tea is a great healthful supplement. Sure it's expensive to a one dollar cheeseburger or the seductively marketed frenzy of a so called health drink from Sobe, but it's worth your money.

There are specific benefits for Good Earth decaf green tea and green tea in general.

First, there is a CO₂ process that leaves all the good stuff in that most processes take out. Not only that but caffeinated black teas natural process to make it black takes out some of the good stuff found in green tea.

Did you know that there are only 4 milligrams of caffeine per serving in this brand of tea as opposed to the 5 milligrams of caffeine in Lipton tea? The problem with caffeine in tea is that it takes away from the healthful effects of the tea.

Now that we have taken care of the caffeine problem, I can say that there are not concentrated amounts of serotonin and dopamine altering substances known as L- theanine in green tea. There is just enough so that people with certain psychotropic medications can still drink up at tea time.

Another health benefit that can be used in foods is Soy Lecithin. Soy lecithin is found in green tea in trace amounts. This helps the liver, brain, and reduces cholesterol.

Finally, Good Earth's website goodearth.com actually lets people vote on which charitable organization will receive part of the profits from the tea.

If you don't like to drink green tea there are many food and supplements at vitamin shops that harness the power of green tea as well. Plus it is as versatile as coffee because it can be served cool or hot.

I have explained the reasons for drinking decaffeinated green tea: there are health benefits, it doesn't interfere with most medications, and you can participate in charitable donations. Besides that, each Good Earth teabag comes with a philosophical quote.

To quote an actual teabag quote from this brand of tea "The free thinking of one age is the common sense of the next". Mathew Arnold said that.

Whether the reasons are physical, mental, social, medicinal, traditional, or scientific, I encourage you to run, not walk to get some decaffeinated Good Earth green tea today, and tell your friends about it. Join the green tea drinkers.

PERSUASIVE SPEECH: USE MSM

The effective treatment of chronic pain is a significant and ongoing medical issue in this country. According to *The Management of Pain*, a 2 volume reference book for physicians, published in 1990, more than 1/3 of the American population has chronic painful conditions. Of those, half or more are affected by pain for days, weeks, months, years, or even permanently. Headache pain is the most common form of pain, and affects over 40 million Americans each year.

There are many medicines for pain that physicians prescribe plus over the counter medications like ibuprofen, Tylenol, and aspirin. (*Show medicine bottles to class*). These all have side effects. You know the drill: liver damage, stroke, heart attack, serious addiction, and other lovely side effects.

I'm here today to convince you to try something new. I hope you will feel lucky to have heard my words today. It's MSM and it's not new to two renowned experts. Surgeon Dr. Stanley Jacob and neurologist Dr. Ronald Lawrence have conducted extensive research on the use of MSM for treating and managing pain. (*Show MSM to class*). MSM stands for methylsulfonylmethane. It is a natural substance present in food and in the human body. MSM is a nutritional supplement, and according to these experts, is safe for children and adults.

These experts say most people know that calcium is good for the bones and iron is important for the blood but don't know the importance of sulfur. MSM controls pain symptoms, just as insulin controls the symptoms of diabetes. Be aware that false claims can arise about MSM, just as any product. Stay informed.

Besides treating pain, which I have spoken about, MSM provides other benefits: antioxidants, improved immune system, softer skin, thicker hair, stronger nails, decreased scar tissue, and amazingly, constipation relief.

If you are not intrigued to try MSM, it is probably because I need to mention how much MSM is required. There is no recommended daily allowance for it. MSM comes in a powder, capsule, and as a topical treatment. I should tell you that side effects of MSM include pain relief which is often better than traditional medicines, improved immune system, and lack of organ damage.

Conclusion

Saying no to traditional pain medications might be difficult. However, MSM is becoming more main stream because of the customers who buy it. If I were you, I would get it while the prices are still low. Don't just take my word for it, buy this book as well as MSM, and get the facts.

PERSUASIVE SPEECH: WE SHOULD BAN GAMBLING ADS ON TV AND RADIO

I. Introduction

- A. Did you know there are only two states in the country where all gambling is illegal? I will tell you later which they are if you just stay with me.
- B. Gambling has invaded our culture. According to the Louisiana Association of Compulsive Gambling, 87% of adult Americans have participated in legalized gambling in the past year.
- C. Can we eliminate casinos, lotteries, and racetracks? No, we cannot; and that is NOT what I am here to talk about.
- D. [show the homeless man slide]Look at this man. He is homeless. Why? It is a result of his gambling addiction. How did it begin? It began with advertising on television and radio.
- E. There is something especially wrong with TV and radio ads that promote gambling.
- F. I want to persuade you that we should ban gambling ads on TV and radio.

II. Body:

- A. Some of you may think that we cannot ban specific types of ads on TV and radio.
 - 1. In 1973 the federal government banned cigarette ads from radio and TV.
 - 2. They banned them not just because of the health risk but because tobacco companies were changing nicotine levels to create addiction.
 - 3. [Show slide showing decline in smokers]. The lack of mass media ads for cigarettes made smoking less desirable and mainstream.
- B. Advertising theory says companies make their product desirable by creating an emotional image or culture surrounding the product and repeat exposure to make the objectionable acceptable.
 - 1. The gambling industry manipulated the viewers through this message:

- a. “G”-gambling is glamorous
 - b. “A”-gambling brings acceptance (makes you part of a special group) and is accepted (by society)
 - c. “M”-gambling gets you LOTS of money and a rich lifestyle
2. Gambling ads do not show the real risks or low odds. The odds of winning big in the lottery are 14 Million to 1. According to the National Council on Gambling you are more likely to get hit by lightning while standing in line to buy the ticket than to have a winning ticket. [Lightning and lottery ticket slide].
- C. According to clinical psychologist William McCowan, Americans now spend more on legal gambling than on movie tickets plus recorded music, plus theme parks, plus spectator sports, plus video games. Obviously the ads have worked. Right?
- D. How did the industry do it? A.C. Neilson reports that in the U.S. the TV is on for the average household almost 7 hours a day.
- E. There are almost 2,000 broadcast TV stations and 14,000 radio stations nationwide. That is a lot of access to the consumer.
- F. Proof of how mainstream gambling is: Complete this statement: “What happens in Vegas....” [Yep...Stays in Vegas].
- G. The biggest reason to ban these ads is because the gambling industry must constantly create new addicts to survive. Why?
1. 80% of casinos money comes from 20% of their customers. That group is made up almost entirely of compulsive or addicted gamblers.
 2. Thus: manipulating the consumer to become compulsive could emerge as the industry’s albatross, the same way the public got a clearer understanding of how the tobacco industry operates.
 3. We are waking up to the fact that casinos use flash, and lotteries use convenience, to attract and keep customers (like malls do). That 80% 20% thing is common in business; however the industry is trying to create addicts not just customers. That is why these effective ads must be banned.
 4. Harvard Medical School says 15 to 20 million adults and adolescents are addicts.

III. Conclusion

A. I have been trying to persuade you that gambling ads on TV and radio should be banned because:

1. Addiction is a growing problem. Those 15 to 20 million addicts I mentioned would fill 214 NFL stadiums.
2. Casinos vary the flash, payouts, and ads to addict.
3. These ads are so powerful that truthful information about risks and dangers is overpowered and rejected.
5. Remember! The graph I showed you proved banning ads decreased smoking.
6. I hope you see we cannot begin to address the addiction until we eliminate the powerful ads.

B. Last, but not least, the two states where gambling is illegal are Utah and Hawaii.

C. Please take these next words to heart and listen to your conscience. Let's do what we can to stop people from ending up like this. [Show Homeless slide].

1. Urge your congressman and Senators to ban gambling ads on TV and radio.
2. Start a petition and tell friends and family out of state to do the same thing.
3. Progress may be slow, but worth it to save one woman, man or child from becoming addicted.

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