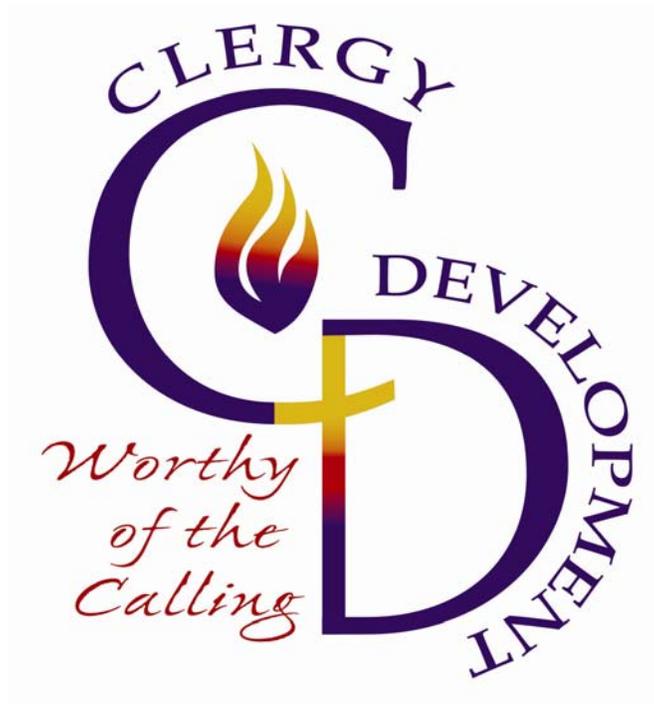


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Faculty Guide

# Communicating with Spoken and Written Language



Clergy Development  
Church of the Nazarene  
Kansas City, Missouri  
816-333-7000 ext. 2468; 800-306-7651 (USA)  
2002

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Clergy Development  
Church of the Nazarene  
6401 The Paseo  
Kansas City, MO 64131  
USA

The **Modular Course of Study** is an outcome-based curriculum designed to implement the educational paradigm defined by the Breckenridge Consultations. Clergy Development is responsible for maintaining and distributing the Modular Course of Study for the Church of the Nazarene.

**Members of the development committee** for the Modular Course of Study were

Michael W. Vail, Ph.D., Series Curriculum Editor  
Ron Blake, Director, Clergy Development  
Jerry D. Lambert, Commissioner, International Board of Education  
Al Truesdale, Ph.D., Nazarene Theological Seminary (retired)  
Robert L. Woodruff, Ph.D., World Mission Educational Coordinator  
David Busic, Pastor, Central Church of the Nazarene, Lenexa, KS  
Michael W. Stipp, Clergy Development

**Series Foreword** written by Al Truesdale

**Journaling Essay** written by Rick Ryding

**Principal contributors** for each module are listed in specific Faculty Guides.

## Series Foreword

### **A Vision for Christian Ministry: Clergy Education in the Church of the Nazarene**

The chief purpose of all persons—indeed, all of the creation—is to worship, love, and serve God. God has made himself known in His deeds of creation and redemption. As the Redeemer, God has called into existence a people: the Church, who embody, celebrate, and declare His name and His ways. The life of God with His people and the world constitutes the Story of God. That story is recorded principally in the Old and New Testaments, and continues to be told by the resurrected Christ who lives and reigns as Head of His Church. The Church lives to declare the whole Story of God. This it does in many ways—in the lives of its members who are even now being transformed by Christ through preaching, the sacraments, in oral testimony, community life, and in mission. All members of the Body of Christ are called to exercise a ministry of witness and service. No one is excluded.

In God's own wisdom He calls some persons to fulfill the ministry of proclaiming the gospel and caring for God's people, in a form referred to as the ordained ministry. God is the initial actor in this call, not humans. In the Church of the Nazarene we believe God calls and persons respond. They do not elect the Christian ministry. All persons whom God calls to the ordained ministry should continue to be amazed that He would call them. They should continue to be humbled by God's call. The *Manual* of the Church of the Nazarene states, "we recognize and hold that the Head of the Church calls some men and women to the more official and public work of the ministry." It adds, "The church, illuminated by the Holy Spirit, will recognize the Lord's call" (*Manual*, Church of the Nazarene, paragraph 400).

An ordained Christian minister has as his or her chief responsibility to declare in many ways the whole Story of God as fulfilled in Jesus of Nazareth. His or her charge is to "tend the flock of God . . . not under compulsion, but willingly, not for sordid gain but eagerly. Do not lord it over those in your charge, but be examples to the flock" (1 Pet 5:2-3, NRSV). The minister fulfills this charge under the supervision of Christ, the chief Shepherd (1 Pet 5:4). Such ministry can be fulfilled only after a period of careful

preparation. Indeed, given the ever-changing demands placed upon the minister, "preparation" never ceases.

A person who enters the Christian ministry becomes in a distinct sense a steward of the gospel of God (Titus 1: 7). A steward is one who is entrusted to care for what belongs to another. A steward may be one who takes care of another person or who manages the property of someone else. All Christians are stewards of the grace of God. But in addition, in a peculiar sense a Christian minister is a steward of the "mystery of God," which is Christ, the Redeemer, the Messiah of God. In all faithfulness, the minister is called to "make known with boldness the mystery of the gospel" (Eph 6: 19, NRSV). Like Paul, he or she must faithfully preach "the boundless riches of Christ, and to make everyone see what is the plan of the mystery hidden for ages in God who created all things; so that through the church the wisdom of God in its rich variety might now be made known to the rulers and authorities in the heavenly places" (Eph 3: 8-10, NRSV).

In fulfilling this commission, there is plenty of room for diligence and alertness, but no room for laziness or privilege (Titus 1: 5-9). Good stewards recognize that they are stewards only, not the owners, and that they will give an account of their stewardship to the master. Faithfulness to one's charge and to the Lord who issued it is the steward's principal passion. When properly understood, the Christian ministry should never be thought of as a "job." It is ministry—uniquely Christian ministry. No higher responsibility or joy can be known than to become a steward of the Story of God in Christ's Church. The person who embraces God's call to the ordained ministry will stand in the company of the apostles, the Early Fathers of the Church, the Reformers of the Middle Ages, the Protestant Reformers, and many persons around the world today who joyfully serve as stewards of the gospel of God.

Obviously, one who does not recognize, or who understands but rejects, just how complete and inclusive a minister's stewardship must be, should not start down the path that leads to ordination. In a peculiar sense, a Christian minister must in all respects model the gospel of God. He or she is to "shun" the love of money. Instead, the minister must "pursue righteousness, godliness, faith, love, endurance, gentleness." He or she must "fight the good fight of the faith" and "take hold of the eternal life, to which you were called" (1 Tim 6: 11-12, NRSV).

Hence, the Church of the Nazarene believes “the minister of Christ is to be in all things a pattern to the flock—in punctuality, discretion, diligence, earnestness; ‘in purity, understanding, patience and kindness; in the Holy Spirit and in sincere love; in truthful speech and in the power of God; with weapons of righteousness in the right hand and in the left’ (2 Cor 6:6-7)” (*Manual*, Church of the Nazarene, paragraph 401.1). The minister of Christ “must be above reproach as God’s steward, not self-willed, not quick-tempered, not addicted to wine, not pugnacious, not fond of sordid gain, <sup>8</sup>but hospitable, loving what is good, sensible, just, devout, self-controlled, <sup>9</sup>holding fast the faithful word which is in accordance with the teaching . . . able both to exhort in sound doctrine and to refute those who contradict.” (Titus 1:7-9, NASB).

In order to be a good steward of God’s Story one must, among other things, give oneself to careful and systematic study, both before and after ordination. This will occur not because he or she is forced to do so, but out of a love for God and His people, the world He is working to redeem, and out of an inescapable sense of responsibility. It cannot be too strongly emphasized that the attitude one brings to preparation for the ministry reveals much about what he or she thinks of God, the gospel, and Christ’s Church. The God who became incarnate in Jesus and who made a way of salvation for all gave His very best in the life, death, and resurrection of His Son. In order to be a good steward, a Christian minister must respond in kind. Jesus told numerous parables about stewards who did not recognize the importance of what had been entrusted to them (Mt 21:33-44; 25:14-30; Mk 13:34-37; Lk 12:35-40; 19:11-27; 20:9-18).

Preparation for ministry in Christ’s Church—one’s education in all its dimensions— should be pursued in full light of the responsibility before God and His people that the ministry involves. This requires that one take advantage of the best educational resources at his or her disposal.

The Church of the Nazarene recognizes how large is the responsibility associated with the ordained Christian ministry and accepts it fully. Part of the way we recognize our responsibility before God is seen in the requirements we make for ordination and the practice of ministry. We believe the call to and practice of Christian ministry is a gift, not a right or privilege. We believe God holds a minister to the highest of religious, moral, personal, and professional standards. We are not reluctant to expect those standards to be

observed from the time of one's call until his or her death. We believe Christian ministry should first be a form of worship. The practice of ministry is both an offering to God and a service to His Church. By the miracle of grace, the work of the ministry can become a means of grace for God's people (Rom 12: 1-3). One's education for ministry is also a form of worship.

The modules comprising the Course of Study that may lead a person to candidacy for ordination have been carefully designed to prepare one for the kind of ministry we have described. Their common purpose is to provide a holistic preparation for entrance into the ordained Christian ministry. They reflect the Church's wisdom, experience, and responsibility before God. The modules show how highly the Church of the Nazarene regards the gospel, the people of God, the world for which Christ gave His life, and Christian ministry. Completing the modules will normally take three or four years. But no one should feel pressured to meet this schedule.

The careful study for which the modules call should show that before God and His Church one accepts the stewardly responsibility associated with ordained ministry.

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## Introduction

### Intended Use of This Faculty Guide

This faculty guide serves as an instructor's guide for teaching principles of *Communicating with Spoken and Written Language* to adult learners who are preparing for ordination in the Church of the Nazarene. The content is based on intended outcomes defined through the collaborative process conducted at Breckenridge, CO, USA, between 1990 and 1997. The materials prepare the pastor-teacher to present the topic by providing background reading, lesson plans, lectures, instructions to the teacher, and teaching resources for each class session. In most lessons complete lectures, questions for guided discussions, and defined learning activities are provided.

The pastor-teacher who will lead this module should hold a master's degree. Ideally, the pastor-teacher should have participated as a student in a module using this material prior to teaching the material to others. This faculty guide assumes that the pastor-teacher has some basic understanding of composition and speech. This module may best be taught by an English teacher.

It is further assumed that learners participating in a module using this material will be high school graduates and be adult learners beyond the traditional college age. Learners are assumed to be motivated to learn, and to have adult life-experiences. No prior college classroom experience is assumed on the part of the learners.

### Acknowledgments

Every module is the accumulation of effort by many people. Someone writes the original manuscript, others offer suggestions to strengthen the content and make the material more easily understood, and finally an editor formats the module for publication. This module is not different. Many people have contributed to this module. Every effort has been made to represent accurately the original intent of the principal contributors.

### Principal Contributor

The principal contributor for this module was Dr. Lynn Riley Neil. Dr. Neil is the chairperson of the

Department of English at Northwest Nazarene University, Nampa, Idaho USA. Dr. Neil's understanding of the ministry comes as a pastor's wife and ministry partner in the northwest part of the United States. She has also served as an adjunct faculty member teaching composition and communication at Nazarene Theological College in Brisbane, Australia. One of Dr. Neil's special areas of interest is the development of grading guides for writing teachers she shares in this module. The Neils enjoy traveling and working in a variety of world regions.

Special assistance and resource materials for this module were provided by Professor Marilyn Thompson, Registrar, and Dr. Dennis Waller, Professor of Communication Studies, Northwest Nazarene University. We also wish to thank members of the English Department at Northwest Nazarene University who contributed to the *NNU Research Guide: Writing from Sources*, 11<sup>th</sup> ed, which is used by special permission.

## Revision History

- Third Quarter 2005*, Revision 4, the current version,
- Module guides edited for gender inclusiveness
- First Quarter 2004*, Revision 3,
- module title changed from *Oral and Written Communication* to *Communicating with Spoken and Written Language*
- Fourth Quarter 2003*. Revision 2,
- copyright transferred to Nazarene Publishing House
- Fourth Quarter 2002*. Revision 1,
- copyright transferred to Clergy Development
  - Series Foreword was revised
- Spring 2001*, Original manuscript completed
- formatted for electronic publishing
  - keyed to a separate Student Guide

## About This Module

The call to serve God includes communicating the Gospel in spoken words or written words. Studying the principles of clear and effective communication can increase the minister's effectiveness in this Great Commission. However, speaking and writing are skills that require practice as well as understanding. Rigorous thinking, clear expression, and adapting message to audience are skills that develop only through repeated and guided practice.

This course, *Communicating with Spoken and Written Language*, provides an introduction to the processes of

composing and developing the skills necessary for each step. The course also introduces the student to the transactional process of public speaking. Writing and speaking share the principles of understanding and adapting to the audience, identifying the communication purpose, organizing discourse to accomplish that purpose, developing and supporting the main idea with specific data, and revising/practicing to prepare the communication for the audience.

This course is a learn-by-doing experience. Students will receive feedback throughout the composing process and the planning-to-speak process, and then will perform and publish final products. Both written and spoken assignments are sequential and developmental, growing out of typical ministry opportunities.

### **Module Materials**

We have tried to design this module to be flexible and easy to adapt to your situation. For each lesson, there are several support pieces, which we have called simply "resources." These can be used in many different ways. Resources have been reproduced in the student guide for this module. The instructor will want a copy of the student guide for his or her own use.

1. The instructor may photocopy these to use for his or her own lecture outlines. There is space to add notes from the faculty guide, from the textbook, or from the additional suggested readings. Add in your own illustrations too!
2. The pages may be photocopied onto overhead transparencies for use in class.
3. These pages appear in the Student Guide for the students' use and participation.

One reason for developing this module is for the benefit of extension education. We understand that teachers all over the world are called upon to teach courses not in their area of specialty, but they teach them because they want to see pastors trained and leaders developed for the church. Extension education is basic to rapid church growth. We want to provide this as a resource for extension educators. If it helps others along the way, that's fine too.

Another reason for developing this module is to equip indigenous faculty. We believe a class like this is best taught and contextualized by someone from within the culture of the students. Many fine teachers, who are

leaders in our churches around the world, do not have higher degrees in theology but have the skills to teach a module like this effectively. We want to set them free to do so, and in so doing, to actually improve the module and make it more dynamic and meaningful for their context than it would have been had we held onto it and insisted on teaching it ourselves.

## Notes from the Original Author

Although writing and speaking occur in a cultural context, instructors may be able to adapt this curriculum to their own situations through careful selection of models and examples. In fact, most of the samples will be more effective if you collect them from your own town or region. For that reason, before the beginning of the course try to collect a variety of church and district newsletters, newspaper obituaries, and pastor's business letters. In spite of these efforts, be aware that the linear mode of American thinking, which shapes our discourse, is not a universal pattern.

### Grading Guides

I have developed the grading guides to help me in the labor-intensive task of evaluating student papers. This analysis of each writing assignment keeps me on target as I evaluate students' papers. Explaining them to students during the composing process can also guide the students toward the excellence you expect.

The guides are organized thus:

1. The left column describes excellent components of the particular writing task.
2. The center column describes the average, the least one would expect, of each component.
3. The right column describes unacceptable components of the particular writing task.

Most papers will have checks in all three columns, some with parts of a description circled and checked in two different columns. The components in the top third of the page are the most important, the "content" components. The bottom third deals with surface errors, or "correctness" components. Try to identify something very specific for the "Commendation."

The grade I put at the bottom of the Grading Guide is a holistic score. The checks I place in the three columns is an attempt to describe the strengths and weaknesses to the students in such a way as to help them improve in future writing. I do very little writing on the students' papers, and then only in pencil. I hope

this demonstrates the respect I have for the students' ownership of their own papers.

## Intended Outcomes for the Module

The *Manual*, Church of the Nazarene, and the *International Sourcebook on Developmental Standards for Ordination* define educational preparation for ordination. Additionally, each region of the International Church of the Nazarene has developed educational guidelines to qualify educational programs for ordination offered within their region.

The USA Region *Sourcebook for Ministerial Development* defines outcomes for the overall ministerial development program. The module assists candidates in developing these skills. Other modules in the program may also address the same outcomes. The specific outcomes that relate to this module are:

- CP1 Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning
- CP2 Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry
- CP3 Ability to speak coherently and cogently in the modes of discourse appropriate for the various ministry contexts
- CP10 Ability to synthesize, analyze, reason logically for discernment, assessment, and problem solving, and live with ambiguity
- CP11 Ability to analyze the validity of arguments and to identify their presuppositions and consequences
- CX7 Ability to identify and apply principles of cross-cultural communication

### Intended Learning Outcomes

The lesson plans in this curriculum guide are based upon the program outcomes in addition to the following learning outcomes. By the conclusion of this course, the student will be able:

- To practice skills in public speaking and written communication
- To write devotionals, pastoral letters, articles, bulletin content
- To speak and write with accurate and proper grammar
- To organize and outline speeches

- To deliver oral presentations with accurate diction, good voice modulation, proper decorum, effective body language, and effective presence
- To produce different types of speeches using principles of persuasion
- To convincingly communicate God's mission to His people by being a consistent witness

## Suggested Meeting Schedule

The module lessons are designed to last 90 minutes each. Each lesson is complete in itself with an opening, a middle, and a closing. They are sequential. Each lesson assumes the learners have mastered material presented in previous lessons. The lessons can be grouped in a variety of ways to accommodate the schedules of your learners.

When lessons are taught in the same meeting, instructors will need to adjust homework assignments because participants will not have time between lessons to prepare homework. It is very important for the instructor always to be looking ahead and planning for upcoming lessons.

Here are three suggestions (out of many) for ways the meetings can be organized.

1. Resident campus. The class can meet two days a week for 90 minutes. Present one lesson per meeting time. Total time: 10 weeks.
2. Extension education. The class can meet one day (or evening) each week for 3 to 3½ hours. Present two lessons per meeting with a break period between lessons. Participants will need to travel to a centralized location for meetings, so make it worth their time. Total time: 10 weeks.
3. Intensive course. Because students will be required to complete so much work outside of class (writing, preparing to speak, researching), this course will not work well as a one-week intensive.

The module is divided into 20 lessons. The progression of these units can be seen in the chart below. Space is given for you to fill in the dates when your class sessions will meet.

Date	Lesson
	1. Introductions: Telling Stories
	2. Knowing Your Audience, Using Details
	3. Revision Strategies
	4. Letters That Work, Part 1
	5. Letters That Work, Part 2
	6. Honoring the Dead: Obituaries
	7. Honoring the Dead: Eulogies
	8. Reporting Clearly
	9. Gathering Supporting Material
	10. Devotional Essays
	11. Research: Writing from Sources
	12. Research Tools
	13. Selecting and Narrowing a Topic
	14. Master List of Sources
	15. Effective Note-taking
	16. Introducing Sources
	17. Documentation Forms
	18. Editing for Effectiveness
	19. Church Newsletters
	20. Final Activities

## About This Faculty Guide

*Note: It is critical to remember that active participation by the learners will enhance their learning. That means you will not be an information giver. This module is not about you. The focus of the module is helping students*

The faculty guide has been written to guide an instructor as he or she prepares to teach this module. It contains complete lesson plans and resources to provide a solid educational design for the topic. You will need to prepare for each lesson well in advance of the meeting time. Often there are background reading

*learn. Your role is to design an environment in which your students will learn. Sometimes you will give lectures. At other times you will guide discussions or assign your students to work in groups. These kinds of activities keep the participants actively involved in the learning process. Learning is a team activity.*

suggestions for the instructor, or you may know additional reference materials you want to interject into the lesson. Questions intended to be answered or discussed by the students are in italic type.

**A two-column format was chosen for the faculty guide.** The right-hand column contains the content of lectures, descriptions of activities, and questions to keep students involved. The left-hand column is to give suggested instructions to you, the teacher. It also contains examples you can use to illustrate concepts in the lectures. Whenever possible you should use examples from your own experience and from your students' real-life context.

Large white space has been left in the left column to allow you to write notes and personalize the faculty guide.

**The faculty guide has three major components:** the Faculty Guide Introduction, the Lesson Plans, and the Teaching Resources. The Introduction and Lesson Plans are in this document and the Resources are contained in the companion student guide. You are reading the Faculty Guide Introduction now. It provides a teaching philosophy for adult learners, background information for organizing the module, and ideas about conducting the lessons.

**Each section of the faculty guide is numbered** with a two-part page number. Page 5 of Lesson 3 would be numbered "3-5." The first number is the lesson number and the second is the page number within the lesson. Each resource sheet is numbered for the lesson in which the resource is first used. The first resource page for Lesson 2 is numbered "2-1."

**The Lesson Plans are complete in themselves.** They contain an Overview, Introduction, Body, and Close. The Lesson Overview provides you with a planning tool for preparing and conducting each lesson.

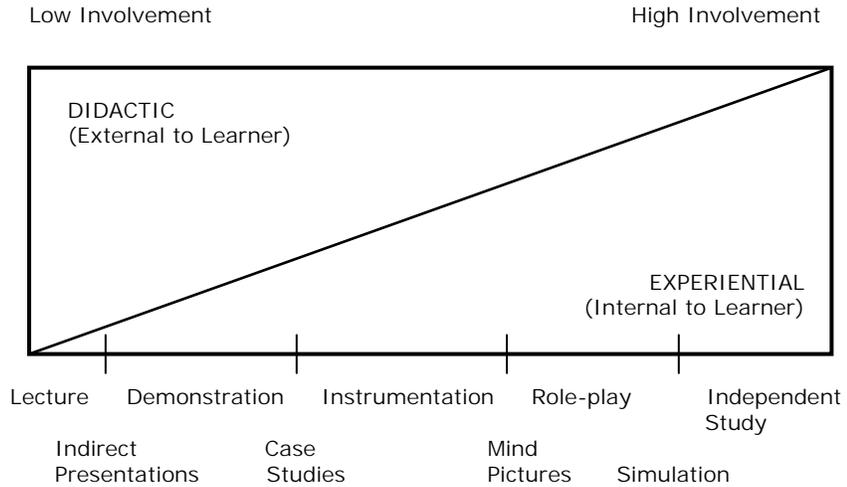
*The Lesson Introduction* should get participants' attention, orient them to the place this lesson holds in the overall module, define the intended objectives, and prepare them for the learning activities.

*The Lesson Body* is the core message of the lesson. The key is to keep the learners actively involved. Even in lectures, ask questions that prompt learners to think about the content, not just hear the lecture.

The following chart shows a continuum of learner involvement in different teaching methods. Lecture

requires the least learner involvement, and independent study requires the most learner involvement.

## METHODS CONTINUUM



A variety of learning activities are used to present information and allow learners to experiment with their new knowledge. Each learner has a set of preferred methods of learning and has different life experiences that can color or filter what one actually learns. A variety of learning activities help adults adapt to the learning task—by hearing, by doing, by reading, by discussing, or by combinations of these. The learners should have opportunities to test and clarify their new learning by talking with the instructor and other participants, and applying new knowledge in real or contrived situations as soon as possible.

*The Lesson Close* provides a time for answering questions, reviewing the information, connecting this lesson to future lessons, making assignments, and punctuating the finish. The close does not provide any new information but gives a sense of closure to the lesson.

**Homework assignments** are important learning activities. They provide the student with an opportunity to synthesize classroom learning. Working on these assignments also extends the learning experience beyond the time constraints of class time.

The student—especially the adult student—needs frequent and timely feedback about his or her learning. While interaction with other students helps the learner

refine what he or she is learning, feedback from the instructor is also critical to the quality of learning and ultimately to his or her persistence in the Course of Study.

It is your responsibility as the instructor for this module to provide students with timely responses to homework assignments in order to enhance the learning process. Reviewing and responding to homework will also provide you with critical information about what your students are learning and whether or not the teaching-learning process is succeeding.

Since these modules are preparing the learner for ordination rather than leading to a university degree, a letter grade may not be appropriate. Your response to the learners' assignments should be thoughtful and in most cases it should be written. Its purpose will always be to refine and enhance the learning of the student.

**Teaching Resources** are reproduced in the student guide. Each resource sheet is numbered for the lesson in which the resource is first used. The first resource page for Lesson 2 is numbered "2-1."

You must determine how each resource will be used in your context. If an overhead projector is available, transparencies can be made by replacing the paper in your photocopier with special transparency material.

The student guide for this module contains the series foreword, acknowledgments, syllabus, copies of all resources, lesson objectives, and assignments. A copy of the student guide should be made available to each student.

**Recommendations for printing.** You may print this faculty guide if desired. The introduction and lesson plan segments are formatted for printing on both sides of the paper. The resource pages of the student guide should be printed on one side for use as transparency or handout masters.

The student guide should be printed on one side.

## A Hidden Agenda

**Hidden curriculum issues . . . because the way we teach teaches**

In each session, there are certain methodological and environmental things to consider.

**First**, consider the classroom arrangement. Whenever possible, the room should be arranged to encourage a sense of community. Either the group should sit in a circle or around a table. If the group is very large, chairs can be arranged for easily moving into clusters for discussion.

**Second**, consider how you present yourself as teacher. Standing behind a lectern with your students facing you in rows says you are above the students and have something to give them (although in a very large group this standing to teach may be unavoidable). Sitting as part of the circle makes the teacher a co-learner at the same level as the students. Speak naturally. Pay close attention to your students, and value the things they share. Learn their names. Encourage participation. Remember that you are modeling for them, and the way you teach will teach them far more than the words you say.

**Third**, invite the Holy Spirit's presence in the classroom. Do this each time the class meets.

**Fourth**, the sharing-of-stories activity does more than help the students begin to reflect on their own Christian experiences. It is a way to build community between the students. This is more than an exercise to be checked off. It is vital to set the tone of your intentional community.

When meeting times exceed 90 minutes, consider adding break times. The break between segments is an important time for community building. Remain available to the students during this time. Consider offering coffee or tea during this time as a way to encourage fellowship.

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## *Lesson 1*

# Introductions: Telling Stories

## *Lesson Overview*

### **Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Welcome	Devotions Objectives	Student Guide
0:05	Getting to Know You	Interview	
0:35	Getting Acquainted with Course	Orientation	Student Guide
0:55	Communication Theory Speaking	Lecture	Resource 1-1 Resource 1-2 Resource 1-3
1:10	Communication Theory Writing	Lecture	Resource 1-4
1:20	Lesson Close	Review, Assign	Resource 1-5 Resource 1-6 Resource 1-7

# *Lesson Introduction*

(5 minutes)

## **Welcome**

*Welcome the students to the course. Announce that the first session will be spent getting acquainted with each other and the course.*

*Devotional: read a Scripture passage and pray for the class.*

## **Learner Objectives**

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of this lesson, participants will

- Begin to form a learning community and understand their role in collaborating with other students for mutual success
- Relate the elements of a communication model to writing and speaking and identify points where communication can be facilitated or where it may fail
- Describe the varied tasks of Communicating with Spoken and Written Language in their role as a minister
- Describe the steps in the writing process

# Lesson Body

## Getting acquainted with each other

(30 minutes)

We're going to be working closely together during this course, reading each other's papers, listening to each other's speeches, helping each other in revision groups. Therefore, it's important that we feel at home with each other.

In just a moment we're going to get into pairs. You will take turns interviewing each other. Please take notes because you'll be introducing that person to the class, as well as using the information for a brief writing project. As you are being interviewed, feel free to "pass" on any questions which make you uncomfortable.

*If there is an odd number of students, the instructor should partner with one of the students and participate in conducting an interview and being interviewed. Remind the students to switch jobs after five minutes.*

*After you have gone around the circle with each one standing and introducing his or her partner, debrief the experience with the class.*

- Select a partner, preferably someone you do not know, or do not know well.
- One of you begin by interviewing the other, taking notes. I'll signal you in five minutes to change to the other person.
- It's time to find someone you don't know well and move off to a quiet corner to interview each other.

Let's come back together and arrange our chairs in a circle. We'll take turns introducing our partner. Please stand up as you speak.

- *Which person do you feel you know the best? Why? What about the introduction helped you?*
- *Which "introducer" seemed the most at ease? Or put **you** at ease as a listener? Describe how that person spoke or moved.*
- *Talk about the choice of details to include in the introduction. Were some details omitted that you needed to know? Did you want to know more about something? Were any details included that might not have been appropriate in this setting (or other settings)?*

## Getting acquainted with the course

(20 minutes)

*Make sure each student has a Student Guide. Look through it together, taking time to read the accompanying sections. Refer students to the syllabus in the Student Guide.*

The call to serve God includes communicating the Gospel in spoken words or written words. Studying the principles of clear and effective communication can increase the minister's effectiveness in this Great Commission. However, speaking and writing are skills

*Look at the calendar together. Discuss the importance of attending each session and completing each assignment. Note that most assignments that require the most out-of-class time are due at the odd-numbered sessions – to accommodate the format of linking two sessions together for once-a-week meetings*

that require practice as well as understanding. Rigorous thinking, clear expression, and adapting message to audience are skills that develop only through repeated and guided practice.

This course, *Communicating with Spoken and Written Language*, provides an introduction to the processes of composing and developing the skills necessary for each step. The course also introduces the student to the transactional process of public speaking. Writing and speaking share the principles of understanding and adapting to the audience, identifying the communication purpose, organizing discourse to accomplish that purpose, developing and supporting the main idea with specific data, and revising/practicing to prepare the communication for the audience.

This course is a learn-by-doing experience. Students will receive feedback throughout the composing process and the planning-to-speak process, and then will perform and publish final products. Both written and spoken assignments are sequential and developmental, growing out of typical ministry opportunities.

## Communication Theory: Public Speaking

(15 minutes)

*Refer students to and display Resource 1-1*

1. Intrapersonal (sender and receiver are the same)
2. Interpersonal (one sender/one receiver – dyadic)
3. Small Group (3 or more senders/receivers)
4. Public Communication (one sender/many receivers)
5. Organizational Communication (representative sender(s)/one or multiple receivers)
6. Mass Communication (professional senders through a medium to many receivers)

### Stage Fright

*Display and talk through Resource 1-2 and Resource 1-3.*

## Communication Theory: The writing process

(10 minutes)

*Display and refer students to Resource 1-4.*

People who study writing have identified that it is a process, also:

- There are discrete steps—distinct and identifiable.
- The steps are interactive and recursive, not lock-step.
- Theorists generally divide these steps into pre-writing, drafting, and revision.
- Some theorists sub-divide these steps; for example, revision can be subdivided into deep

content revision of the whole, followed by development of the sections, followed by careful sentence-by-sentence editing.

If this theory of the writing process is correct, a writer is wise

- to allow time for the process. Begin early and work with breaks inserted.
- to learn the specific skills for each step.
- to plan on more than one draft on important papers (not all papers).

# Lesson Close

(10 minutes)

## Review

*Instruct students to locate objectives in the Student Guide.*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Begin to form a learning community and understand their role in collaborating with other students for mutual success?
- Relate the elements of a communication model to writing and speaking and identify points where communication can be facilitated or where it may fail?
- Describe the varied tasks of Communicating with Spoken and Written Language in their role as a minister?
- Describe the steps in the writing process?

## Look Ahead

Find Resource 18-9 in your Student Guide. This will be the last assignment that you will work on. You need to notice that several of the assignments that we do during this module will be used for this assignment so please keep your work.

## Assign Homework

*Refer students to Student Guide.*

*Talk through Resource 1-6*

*If the course is being conducted in three-hour blocks, allow class time for students to write a first draft. In fact, encourage students to begin planning and writing in the time left for this session.*

Brief written introduction as described in Resource 1-5.

Communication Autobiography as described in Resource 1-6.

First draft is due next lesson,  
Revised draft is due lesson 3,  
Final draft is due lesson 4.

Read the syllabus carefully before next session.

*Lesson 2***Knowing Your Audience,  
Using Details***Lesson Overview***Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction	Orientation	Student Guide
0:05	Audience and Purpose of Discourse	Group Activity	Overhead, Blackboard, Homework 1-5
0:25	Audience and Purpose	Lecture	Resource 2-1 Resource 2-2 Resource 2-3
0:40	Public Speaking	Lecture	Resource 2-4
0:55	Details	Group Discussion	Resource 2-5
1:25	Lesson Close	Review, Assign	Resource 2-6

# Lesson Introduction

(5 minutes)

## Welcome

*Open with Scripture and prayer.  
Have a sign-up sheet for students  
so they can participate a couple of  
times in bringing a three-minute  
devotional. Take attendance.*

Are there any questions about the course or the Syllabus?

## Learner Objectives

*Instruct students to locate  
objectives in the Student Guide.*

*Restating the objectives for the  
learners serves as an advanced  
organizer for the lesson and alerts  
learners to key information and  
concepts.*

At the end of the lesson, participants will

- Adapt and adjust writing styles based on intended audience and purpose
- Describe the context within which communication is taking place and analyze the situation for elements that improve or impede communication
- Demonstrate the use of examples to enhance communication of a central written or spoken message

# Lesson Body

## How Audience and Purpose Affect Discourse

(20 minutes)

Please get out your brief articles for the district paper. Let's sit in a circle, pass them around, and try to read as many as possible in the next few minutes.

*Allow 5-8 minutes for reading.*

Now let's talk about them. *What did you especially like? Why?*

*List similarities and differences in columns on the blackboard.*

Remember our class introductions of these same people last session? Let's analyze the similarities and differences between these two sets of introductions: the oral introduction to our class, and the written introduction in mass print form.

*Lead the students to understand the different audiences (known and unknown, present and distant, listeners and readers). Some may also identify the different purposes in the two introductions: one is to put us at ease with each other, the other is to recruit and inform conference attendees.*

*What accounts for these differences?*

## Lecture: Audience and Purpose

(15 minutes)

*Display and refer students to Resource 2-1.*

The communication triangle illustrates most writing and speaking situations: Writer/Reader/Subject. Some communication (written or spoken) focuses on the writer, such as journal writing, expressive poetry, or expressive letters. A great deal of writing and speaking focuses on the subject, expository writing or speaking, for example. The reader or listener—present in almost all writing and speaking—becomes the focus in persuasive or argumentative communication.

*Display and refer students to Resource 2-2*

A piece of discourse will be most effective if it accounts for who the **audience** is. A wise writer analyzes the audience and makes writing decisions based upon the nature of the listener or reader; decisions such as writing style, paragraphing, word choice, logic, choice of facts and examples, and editing matters. Communication skills develop along a continuum. For example, writing to and for oneself is probably easiest; then we learn to speak and then write to another specific person. Writing to a large, anonymous group is most challenging. We need experience in all of these as we develop our writing and speaking skills.

*Display and refer students to Resource 2-3*

The **purpose** for writing also affects the writer's and speaker's choices. A clear understanding of why one is communicating should guide both the content and the organization of a piece of discourse. Again, theorists like James Kinneavy and James Moffett believe our skills develop sequentially. We begin as story-tellers, about either what has happened or is happening. Exposition, focusing upon and explaining a subject, takes more skill. The most demanding communication is persuasion: we must understand the nature of the audience, address our position and proofs to that audience, and persuade those persons voluntarily to change their thinking to our way of thinking.

Many research projects of both amateur and professional writers have shown the most effective communicators have a clear sense of their audience and can articulate their purpose.

## Public Speaking: Process Communication

(15 minutes)

*Display and refer students to Resource 2-4*

Communication, written or spoken, takes place in a context. This context or situation can be diagrammed like this transparency

Source = originator of the information or idea

Message = the data

Channel = medium of message sending

Receiver = audience

Feedback = evaluation, usually immediate nonverbal and verbal reaction from the audience

Noise = external and internal distraction

Situation = context of the message and the physical site

The Berlo model is a straight line (Source—Message—Channel—Receiver), a one-way transaction from the Source to the Receiver. This model does not allow for recursiveness (going back and forth between Source and Message, for example) or for the situation to affect the communication.

The Transactional model involves all seven components, interacting, repeating, responding. This completeness allows information to flow from the Source to the Receiver and back to the Source in a continuous communication loop.

For the public speaker, we also need to add:

1. The **physical** setting: the auditorium, classroom, rally, and how it may affect your presentation as a

- speaker and how your message will best be presented to the listeners.
2. The **social** context: also influences how your message will be presented:
    - a. A consideration of the **people** who are your listeners: age/occupation/status/intimacy/knowledge, etc., will determine your approach.
    - b. The **purpose** of your message (goals) of the event: to inform, to persuade, to entertain, will affect how you present your message and what you will say.
    - c. The **place**: in terms of overall psychological environment—formal, informal, relaxed, tense, etc., will determine your approach.

SUMMARY: The physical and social context of a communication situation are often governed by certain communication rules or norms that guide one's communication. How we present ourselves in these situations in conjunction with the total communication process determines the audience's judgment of our **appropriateness** and **competency**.

1. Both speakers and listeners have mutual **rights** and **responsibilities**.
2. Both speakers and listeners are generally aware of each other's needs and purpose, and so consciously adapt their message—both speeches and feedback—to the other's presumed conditions and situations.
3. Both speakers and listeners are bonded together in a common culture (setting) through communication rules which influence the ways in which they behave in each other's presence.

## Importance of Details

(30 minutes)

Please get out your draft of your writing autobiography. Let's look at ways of improving the content of this piece.

Adding specific examples that explain and illustrate what you're saying is an effective way to make a piece of writing come alive for a reader. **One important note: it is always safest to use yourself as an example, especially if the example is a negative one. Never use your church members as examples without their permission. Even then,**

**it's a dangerous practice. People are easily frightened off from confiding in someone who tells stories about folks in their own community. The confidentiality of the ministerial counseling session is sacred.** But let's look at some examples of improving our writing with specific details and examples. Look at this transparency with me.

*Display Resource 2-5, first paragraph only.*

*You may change "my" to "someone's" – or you may write your own examples of a first and second draft.*

*Keep the lower two paragraphs covered up during this time.*

*Read aloud as they look at transparency.*

This first paragraph is a first draft about my early school experience.

Tell me what you know from this paragraph, about the persons involved and what happened. Tell me what you **don't** know, what you still have questions about.

Let's read draft #2 on the transparency.

For draft #2, I added specific examples after each of the general statements in draft #1. **General statements** "tell" the audience; **specific examples and details** "show" the audience what you mean. General statements are good guides and transitions in writing. Specific examples and details make writing more interesting and more effective. A mix of both general and specific is the best plan.

*Refer students to Resource 2-6.*

*You may need to teach your groups how to help each other. They need to move their chairs in a tight circle or semi-circle. Have them look at one paper at a time. The author may read his or her own paper aloud as the others look on. Group members should talk about what they really like, as well as make constructive suggestions about what would improve the piece. In this specific activity, the group members should suggest to the author where to add specific examples and details. The instructor should wander about the room, quietly dropping into several groups. See the reference list in the Bibliography for helpful articles about revision groups.*

Let's get into groups of 2 or 3 persons. Read through each writing autobiography in the group, looking for places where specific examples or details could be effectively added. The author can make a note on the draft as a reminder for later.

# Lesson Close

(5 minutes)

## Review

*Instruct students to locate objectives in the Student Guide.*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Adapt and adjust writing styles based on intended audience and purpose?
- Describe the context within which communication is taking place and analyze the situation for elements that improve or impede communication?
- Demonstrate the use of examples to enhance communication of a central written or spoken message?

## Assign Homework

*Refer students to Student Guide.*

Revise and edit your Communication Autobiography (adding illustration and details) and bring a new draft to class. Please keep all your drafts so we can learn from you how you compose and revise.

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## *Lesson 3*

# Revision Strategies

## *Lesson Overview*

### **Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction	Orientation	Student Guide
0:05	What is an Essay?	Lecture	Resource 3-1
0:15	Effective Revision	Lecture	Resource 3-2 Resource 3-3 Resource 3-4
0:35	Organization and Development	Lecture	Resource 3-5
0:50	Group Revision	Editing	Resource 3-6
1:25	Lesson Close	Review, Assign	Student Guide

# Lesson Introduction

(5 minutes)

## Welcome

*Welcome the students. Open with Scripture and prayer, or have a student lead if one has volunteered for this day. Take attendance.*

## Learner Objectives

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of this lesson, participants will

- Identify thesis statements in written work, create thesis statements to focus your audience in written and spoken communication
- Utilize revision to improve organization and communication in written works

# Lesson Body

## What Is an Essay?

(10 minutes)

Refer students to Resource 3-1 and define the terms.

**Essay**—a short piece of discourse (written or spoken) on a single topic, usually expressing the views of the writer. “Short” is a relative term; an essay is shorter than a book and longer than a paragraph.

**Exposition**—a form of communication that explains (opens up, exposes) a subject for the reader or listener. Although both the sender and the receiver are involved in this piece of discourse, the focus is on the subject. **Exposition**, or expository communication, is in contrast to **narrative** communication, although exposition includes brief narratives or examples as support for the discourse. **Exposition** is also in contrast to **persuasion**, which focuses on the reader or listener; persuasion focuses on changing the reader’s mind about a subject.

**Thesis Statement**—the single sentence which states the main idea of the piece of discourse (essay, article, book, etc.). A thesis statement is a helpful guide to the reader, in the introduction, in the conclusion, or in both. The thesis also helps the writer to stay focused. Occasionally a writer may choose not to state the thesis explicitly.

The Communication Autobiography you are writing is an essay. It probably combines narrative and exposition.

## Effective Revision

(20 minutes)

### Introduction

Many people have studied how effective writers revise their work, often contrasting professional writers with student writers. From these studies we have learned techniques that can help **anybody** produce more effective writing. Even if you don’t consider yourself an inspired writer, these procedures can make you better. In fact, most of us produce mediocre if not pitiful first drafts. I call mine “garbage drafts.” That takes the pressure off me as I struggle to get something down on paper.

*Read through Resources 3-2—3-3, "How to get from here to there." Write on the transparency: A—"brainstorming, free-writing, outlining, mapping." Mention these are ways people gather ideas before writing. B—"by hand, on computer, in sections." Colorless verb: "be (is, are, am, was, were, being, been)." Most common verb: "be."*

## Lecture

In revising your essays, revise the content before the surface mistakes. This essay has been a narrative essay. Some of your essays will be organized as one whole story; some will be organized by sub-topics which include brief narratives (examples or illustrations).

## Organization and Development of Your Ideas

(15 minutes)

*Refer students to Resource 3-4.*

*As you are looking at the transparency together, you could insert a slash mark between the topic and the main idea: the subject and predicate.*

Our emphasis in this first essay, and our attention during this revision, should be on the following:

**Focus**—After the subject has been selected and ideas gathered, writers should identify the direction they want to go with the topic. This focus can, maybe should, be expressed in a thesis statement (topic + main idea). The thesis guides the writer in keeping and expanding ideas that fit, and in eliminating ideas that do not.

**Organization**—After the introduction and presentation of the thesis, writers should organize the supporting points that develop the thesis. These points can be arranged logically, if there is a logical order, or they can be arranged climactically with the most effective point at the end. The organization of an essay is clarified by transition sentences at the beginning of each paragraph. These move the ideas forward and can serve as reminders of the thesis.

**Paragraph development**—An effective supporting paragraph will begin with a sentence that presents its specific point. It may be followed by an explanation or discussion of that point. Specific examples or illustrations always strengthen the point of the paragraph. A summary sentence at the end of each paragraph can serve as a bridge to the next idea. So a good plan for each supporting paragraph would be:

- state the idea
- explain it
- illustrate it

## Group Revision

(35 minutes)

*Refer students to Resource 3-5. Wander around during this lesson, listening, contributing only when people are stuck.*

Please get into groups of 2 or 3. Take turns reading through each paper together. One in the group should act as “scribe,” recording the groups’ conclusions and suggestions on the editing sheet. Return the editing sheet to the author of the paper, who will use these suggestions in revising the final draft. Polish this essay, print a final copy, and then turn in all copies and editing sheets at the next class session.

# Lesson Close

(5 minutes)

## Review

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Identify thesis statements in written work, create thesis statements to focus your audience in written and spoken communication?
- Utilize revision to improve organization and communication in written works?

## Assign Homework

*Refer students to Resource 3-6 as the form you will be using to evaluate this assignment. You may choose to have them turn in this form from their Student Guide with their assignment next lesson, or have enough copies from your Resource pages to use on your evaluation. While the students do not receive a "grade" for the module/class, their work does need to be evaluated as part of the learning experience. You can choose whether to give a grade for the assignment.*

Bring to class the final draft, all working drafts, and editing sheets for Communication Autobiography as described in Resource 1-6.

*Lesson 4***Letters That Work, Part 1***Lesson Overview***Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction Welcome	Orientation	Student Guide
0:15	Effective Letter Writing	Lecture	Resource 4-1 Resource 4-2
0:45	Public Speaking	Orientation	Student Guide
0:55	Communication Theory Speaking	Lecture	Resource 4-3 Resource 4-4 Resource 4-5
1:15	Lesson Close	Review, Assign, Work	Student Guide

# Lesson Introduction

(15 minutes)

## Welcome

*Welcome the students. Open with Scripture and prayer, led by the student who has volunteered for this day. Take attendance.*

## Writing Autobiographies

*Collect students' papers. Ask for all drafts and edit sheets, with the final draft on the top. If there is time, you could have them read their papers to each other in small groups.*

## Learner Objectives

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of the lesson, participants will

- demonstrate the proper components of a business letter
- select appropriate focused topics for a variety of audiences and purposes

# *Lesson Body*

## **Effective Letter-Writing**

(30 minutes)

### **Components of a business letter**

#### **The salutation**

- You can be formal or informal, depending upon your purpose. With adults, it is probably safer to be more formal.
- Dear Mr. Doe, Dear Mrs. Smith, Dear Dr. Jones, Dear Ms. Howard. Using the person's name is best. If you cannot, you might use the person's title: Dear Children's Pastor, or Dear Friend, or Dear Visitor. However, these generic titles make your letter too much like a form letter.
- If you do not know the addressee's name or title or gender, make every effort to find out. Telephone! Spelling a person's name correctly and knowing the person's gender are very important and effective.
- A colon is more formal ("Dear Jane:"); a comma ("Dear Jane,") is informal.

#### **The body of the letter**

- The beginning of the letter should orient the reader by identifying yourself, not by name but by relationship to the issues.
- In the middle, provide details and reasons.
- The end of the letter should provide an action statement, what you want the reader to do. At the very end, use a polite closing statement, positive if possible.

#### **Closing information**

- The formal closings are always correct, except for love letters, of course: Yours truly, Sincerely, Best regards, etc. Capitalize only the first word.
- Ministers often select a closing that expresses their ministry: Grace and Peace, In His service, Yours for Him, In His grip, etc. Those often work, but if overdone could be counterproductive.
- Four spaces below the closing, type in your name (at least first and last, and include an initial or middle name if that is your custom). In the line immediately below your name, it is often helpful to type your title.
- Two lines below your name and title, you may include other information:

- P.S. = postscript (added information on a subject other than what was in the letter).  
Enc. = Enclosure (other material included in the envelope).  
Cc = courtesy copy (follow with the names of those receiving a copy of this letter).  
Bcc = blind courtesy copy (again, follow with the names of those receiving the copy. It is included only on the copies and alerts the receiver that the addressee is not aware they've received a copy).

*Display Resource 4-2. Refer the Students to the assignment and talk through it.*

The first draft of all three letters is due at the next class session.

## Public Speaking: Selecting and Narrowing a Topic

(30 minutes)

*Refer students to Resource 4-3 Steps in Planning, Preparing, and Presenting a Speech. Tell the students that this outline will cover all the lecture material about public speaking throughout the rest of the course.*

This may be the most difficult task you will need to accomplish in speaking. It is often the most time consuming.

There may be occasions where you will be asked to speak on a specific subject area or a general theme for a meeting, and the task will be done for you. For example:

1. You may be asked to share the experiences of your recent Work and Witness trip to Russia with a group of church people interested in supporting church work in Russia.
2. You may be asked to share the value of working with children at a recognition banquet honoring Sunday school teachers.
3. You may be asked to speak on giving at a Thanksgiving banquet.

But if you are not given a topic, look at these criteria for determining your topic selection.

### Selecting a Topic

*Refer Students to Resource 4-4 in the Student Guide*

1. Select a subject that is **interesting to you** or toward which you have a positive commitment. It will spur your motivation to research rather than forcing you through a tedious task. Don't undermine yourself psychologically by forcing yourself to research something in which you have no interest.
2. Select a subject that **will interest your audience** or one which you can make interesting for them.
  - A. One that may directly affect their health, happiness, security, prosperity, etc.

- B. One that offers a solution to a recognized problem
- C. One that is surrounded by controversy or conflict
- 3. Select a topic appropriate to the occasion if none is given to you.
  - A. A season of the year may determine the topic.
  - B. The reason for the gathering may determine the topic.
  - C. Common needs or interests may determine the topic.
  - D. Check with the host or organizer for appropriateness of your selection.

Once you have selected a subject area, you need to narrow it down.

### **Narrowing Your Topic**

*Refer students to the Student Guide Resource 4-5*

- 1. It must be able to be discussed adequately within your time frame (e.g., Recreational vehicles, advantages of, types of, special features of, building of).
- 2. You will need to fit the subject to the audience comprehension level (avoid the technology of RV systems).
- 3. You will want to meet the specific expectations of your audience (tie your subject to this audience).
- 4. Narrowing your subject makes for a more compelling and tightly organized speech.
  - You will avoid generalizations in that you can more fully explain your ideas.
  - You can add greater interest to your narrowed subject with illustrations, facts, statistics, testimony, etc.

# Lesson Close

(15 minutes)

## Review

*Instruct students to locate objectives in the Student Guide.*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- demonstrate the proper components of a business letter?
- select appropriate focused topics for a variety of audiences and purposes?

## Assign Homework

*Refer students to Resource 4-2 in the Student Guide.*

The first drafts of all three pastoral letters: visitor follow-up letter, business letter, pastor recommendation. Details are given on Resource 4-2.

## Work Time

You may spend the remainder of class getting started on your three letters.

*Lesson 5***Letters That Work, Part 2***Lesson Overview***Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction	Orientation	Student Guide
0:05	Effective Letter Writing	Group Activity	Resource 5-1 Resource 5-2
0:35	Public Speaking	Lecture	Resource 5-3 Resource 5-4 Resource 4-5
1:25	Lesson Close	Review, Assign	Student Guide

# Lesson Introduction

(5 minutes)

## Welcome

*Welcome the students. Open with Scripture and prayer, led by the student who has volunteered for this day. Take attendance*

## Learner Objectives

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of the lesson, participants will

- Describe general and specific purposes of public speaking situations
- Analyze speeches for essential features of informative speeches

# Lesson Body

## Effective Letter-Writing

(30 minutes)

### Models of effective business letters

*Refer students to the Student Guide, Resources 5-1 and 5-2.*

*Show some letters you have gathered. Discuss what makes these letters effective or ineffective. You may use the overhead transparencies if they seem appropriate to the setting in which your class members work.*

### Revising the drafted letters

*Ask the students to get in small groups, read through all the letters, and make suggestions on how to connect with the intended audience and accomplish the assigned purpose.*

### Letter formats

*Display Resources 5-1 and 5-2.*

*Gather the students back together to review appropriate formatting.*

## Public Speaking

(50 minutes)

### Determining Purpose

*Refer students to Resource 5-3 in the Student Guide.*

The second step in preparing your speech is to determine the purpose of the speech:

- A. There are three **general purposes** of public speaking situations:
  - 1. To inform: reports, lectures, demonstrations provide clear understanding through cognitive learning by clarifying a process or a concept.
  - 2. To entertain: after-dinner speeches, club meetings, reunions, etc. To promote understanding and comprehension in a light or enjoyable manner. The speech can be humorous or serious, but often humor is used. It is not, however, a stand-up comic monologue.

3. To persuade: to promote the acceptance of ideas by influencing the minds of the audience, or to influence the minds of the audience to recommend action, or behavior changes.

*Refer students to Resource 5-4 in the Student Guide.*

- B. There are also **specific purposes** of your speech which focus on goals that are either made public or are private.
  1. **Public:** a finely tuned statement of what a speaker wants his or her audience to do, feel, or know after hearing the speech.
  2. **Private:** a long-range goal, personal accomplishment, etc.
- C. Once you know your general purpose and have an idea of your specific purpose(s), you are ready to word your central idea (for the speech to inform) or your claim (for the speech to persuade).

## Speech to Inform

*Refer students to Resource 5-5 in the Student Guide.*

There are four basic types of speeches to inform:

### A. The speech of definition

The speech of definition seeks to define concepts in a way that makes them relevant to a situation or problem the audience faces. Example: There are three chemical elements in steroids that can affect the body.

### B. Instruction-demonstration speeches

Instruction Speeches are the "telling" verbal communications that explain complex processes. Example: "The procedure for changing final examination times is a four-step process."

Demonstration Speeches are "showing and telling" verbal and nonverbal messages which illustrate and explain those processes. Example: The above speech could be turned into a demonstration speech by having a visual of the step-by-step process. Example: Hand-dipping candles involves four basic steps.

### C. Oral Reports

Oral reports are speeches in which one assembles, arranges, and interprets information gathered in response to a request made or goal set by a group. Often it is a presentation to a group in a business setting. It has been preceded by research, experiments, or some prior activity. Example: "Volunteerism in Cowlitz County has taken a dramatic increase in the areas of social service during 1999."

### **D. Lectures**

Lectures are speeches which increase the audience understanding or appreciation of a particular field of knowledge or activity. Usually lectures involve explanations. Most lectures should have an overall goal that encompasses the material to follow. Example: "The trade agreement, NAFTA, between Canada, USA, and Mexico, opened new commerce."

## **Essential Features of Informative Speeches:**

### **Clarity—Is your speech easily understood?**

Does it have organizational clarity?

- Do not try to cover too many points.
- Coordinate your main points through pause, enumeration, summary, or parallel construction.
- Keep your speech moving in a single direction. Don't backtrack.

Does your speech have wording clarity?

- Use precise, well-chosen words.
- Make sure it is not overly technical.
- Rephrase when necessary.

### **Associate new ideas with familiar ones.**

Have you geared your speech to your audience?

- Know your audience and their needs.
- Use examples and comparison/contrasts they can relate to.
- Is your wording focused toward them?

### **Coherence**

Have you selected the right pattern of arrangement for your main points as well as your supporting material?

### **Motivation**

- Build on their needs
- Generate your own interest and enthusiasm in your delivery style.

## *Lesson Close*

(5 minutes)

### **Review**

*Instruct students to locate objective in the Student Guide.*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Describe general and specific purposes of public speaking situations?
- Analyze speeches for essential features of informative speeches?

### **Assign Homework**

*Refer students to Student Guide.*

Final drafts of the three pastoral letters as described in Resource 4-2.

### **Look Ahead**

*In the next lesson you will need to have several obituaries from the newspaper as examples for the students.*

*Lesson 6***Honoring the Dead:  
Obituaries***Lesson Overview***Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction	Orientation	Student Guide
0:05	Pastoral Letters	Sharing	Homework
0:35	Writing Obituaries	Guided Discussion	Resource 6-1 Resource 6-2
0:50	Preparing a Eulogy	Lecture/Discussion	Resource 6-3 Resource 6-4 Resource 6-5
1:05	Work Time	Assignment Preparation	
1:25	Lesson Close	Review, Assign	Student Guide

# *Lesson Introduction*

(5 minutes)

## **Welcome**

*Welcome the students. Open with Scripture and prayer, led by the student who has volunteered for this day. Take attendance.*

## **Learner Objectives**

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of the lesson, participants will

- Interview relatives and write an obituary for a family member including essential information
- Compare and contrast an obituary and eulogy by purpose, included elements and intended audience

# Lesson Body

## Pastoral Letters

(30 minutes)

*Have the students share their pastoral letters in small groups of 3-4 students. Since the appearance of the letter is almost as important as the content, ask the students to pass the letters around the circle so they can read silently, just as the recipients would. Collect the assignment following the reading.*

## Writing Obituaries

(15 minutes)

*Distribute copies of obituaries you have clipped from your local papers. Ask students to study them. Then ask some questions and make notes on the board of their answers.*

*Refer students to Resource 6-1.*

*Ask students to brainstorm a couple of people whom they could be interviewed about, someone they know or knew very well. Then ask students to pair up, select one of the other person's subjects, and interview that person for all the appropriate details, taking careful notes. Remind the students they will be writing for a city newspaper's audience.*

*Refer students to Resource 6-2. Talk about the marks of excellence, and then collect the Guides if you want to use them for your evaluation. Allow the students to keep the Grading Guide if you want to run off your own copies.*

### Learning about the content of obituaries

When families in your congregation lose a loved one, they need help with many things. A pastor can sometimes help them write an obituary for the newspaper. Let's look at some examples.

*What information is included? How are most of these organized? Are they all approximately the same length? Can you tell from the newspaper page whether the families are charged by the inch-of-copy?*

Time will be given at the end of this session for you to ask follow-up questions of your informant.

## Preparing for Delivering the Eulogy

(15 minutes)

### The Eulogy

During a funeral one or more people usually deliver a eulogy. The dictionary definition of a eulogy is “a public speech or written tribute extolling the virtues or achievements of a person or thing; especially, an oration honoring one recently deceased.” Most people deliver eulogies that focus on their own relationship with the deceased, but the pastor should avoid this temptation. A pastor’s eulogy usually includes reading the newspaper obituary toward the beginning. But a eulogy must be more personal, much warmer in tone than the obituary. Using specific details and examples from the life of the deceased is so appreciated by the family. And as much as possible, one should add a note of praise or appreciation for the noble qualities of the life lived.

*Refer students to Resources 6-4 and 6-5 in the Student Guide.*

*Talk through the listener forms students will be completing for each speech but their own. Also go over the Grading Guide the instructor will use. Talk about the components of excellence in both the obituary and eulogy.*

You will be preparing a 5-minute eulogy for the person in your obituary. Begin with an opening statement and include most of your obituary. You will need to interview your informant further to catch the stories that illustrate the person’s life. Be sure to close with appreciation for this life, being as specific as possible.

Most often a pastor will have known the deceased personally. Obituaries and eulogies for acquaintances are much easier to write. This exercise will stretch you (not knowing the person), but it will prepare you for the common experience of conducting a funeral for someone you do not know.

You will deliver these eulogies during the next class lesson.

## Work Time

(20 minutes)

You will have the time up until our closing to work on your two assignments.

## Lesson Close

(5 minutes)

### Review

*Instruct students to locate objectives in the Student Guide.*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Interview relatives and write an obituary for a family member including essential information?
- Compare and contrast an obituary and eulogy by purpose, included elements, and intended audience?

### Assign Homework

*Refer students to Resource 6-1 in the Student Guide.*

Write an obituary about a person your class partner knows or knew. Your information will come from interviewing your classmate.

*Refer students to Resource 6-3 in the Student Guide.*

Prepare a 5-minute eulogy of the person in your obituary. Begin with an opening statement and include most of your obituary.

*Make sure the students understand the assignment.*

*Do you have any questions?*

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## *Lesson 7*

# Honoring the Dead: Eulogies

## *Lesson Overview*

### **Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction	Orientation	Student Guide
0:05	Eulogies	Speeches	Resource 6-5
1:05	Public Speaking	Lecture	Resource 7-1 Resource 7-2
1:25	Lesson Close	Review, Assign	Student Guide

# Lesson Introduction

(5 minutes)

## Welcome

*Welcome the students. Open with Scripture and prayer, led by the student who has volunteered for this day. Take attendance.*

## Obituaries

*Collect the students' obituaries. Evaluate and return them with comments in the next week or two. Assigning a grade is optional. It would be helpful to students if you read parts of several obituaries, when you return them, as examples of effective writing.*

## Learner Objectives

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of the lesson, participants will

- Prepare and deliver a eulogy utilizing facts, anecdotes, and tribute
- Write central idea statements for speeches and written communication
- Select an appropriate method of arranging main points in written and spoken works to communicate effectively to the intended audience

# Lesson Body

## Eulogies

(60 minutes)

*Determine the order in which the students will deliver their eulogies, perhaps by order of birthdays, or by drawing lots. Most of this lesson will involve students presenting speeches.*

*Give each student a response form to fill out, and pause 3 minutes between eulogies to allow the listeners to complete their forms. See Resource 6-5. Following the speeches, collect the student response forms. Before the next class you should summarize these and complete your response sheet to give to the student-speaker.*

## Public Speaking

(20 minutes)

*Refer students to Resource 7-1 in the Student Guide.*

*Refer students to Resource 7-2 in the Student Guide.*

### Formulating the Central Idea

The third step in preparing to write your paper or plan your speech is to formulate your central idea and supporting points.

The central idea is defined as a statement that captures the essence of the information or concepts you are attempting to communicate (your thesis statement). In a persuasive speech, the central idea is called a "claim."

A **claim** is defined as a statement that phrases the belief, attitude, or action you wish an audience to adopt.

Wording your "central idea" is important because it lets your audience know what you plan to cover in your speech.

1. Make sure your central idea is a complete sentence.
2. Make sure it is a statement of fact and not a question.
3. Make sure it focuses on your narrowed subject.
4. Make sure you don't use terminology that suggests generalizations or broad interpretations (all, many, everyone, etc).

5. Make sure your central idea is interesting.
6. Does the central statement or claim let your audience know the direction you plan to take?
7. Will a listing of your basic ideas or a number clue help to clarify your position on the subject to the audience?
8. Does your central statement use a language intensity appropriate to your audience? [Do not eat cured pork because it is unhealthful. Do not eat cured pork because it is carcinogenic. Do not eat cured pork because it will kill you.]

### **Selection of your main points**

Selecting your main points will help to create a pattern that guides your audience through your speech.

1. The plan of your speech must be easy for your audience to grasp.
2. The pattern must provide a full and balanced coverage.
3. The structure should be appropriate for the occasion.
4. The structure should be adapted to your audience's needs and level of knowledge.
5. The speech must move steadily toward a complete and satisfying finish.

### **Seven basic ways of arranging your main points:**

*Refer students to Resource 7-3 in the Student Guide.*

#### **1. Sequential order**

- Chronological: based on a timeline moving either forward or backward in time. Do not mix the two!
- Spatial or geographical sequence: arranging your points in a clear sense of direction or proximity. Top to bottom . . . inside to outside . . . left to right . . . from one fixed point to another . . . far to near . . . general to specific.

#### **2. Causal pattern**

- Cause to effect: from an analysis of present causes to a consideration of future effects.
- Effect to cause: from a description of present conditions to an analysis of the apparent causes.

*Note: A characteristic technique is to move from elements that would be more familiar to the audience to the lesser-known facts.*

Use Cause-to-Effect if listeners are familiar with the causes. Use Effect-to-Cause if listeners are familiar with the effect, but not the cause.

### 3. Topical patterns

- Use for speeches that enumerate aspects of persons, places, things, or that share a process (used in speeches of demonstrations of where a process is being shared in steps).

### 4. Familiarity-to-Acceptance order

- For informative speeches:
  - A. You work from items an audience may already know to those they do not know (example: familiar workings of a church board to intricacies of board responsibilities).
  - B. You praise their existing knowledge in a subject area, but add to that knowledge (example: you know diet and exercise are important; now think about the importance of leisure).
- For the persuasive speech:
  - A. It is effective for the hostile or doubting audience.
  - B. You build on the values of the audience and then introduce beliefs, attitudes, or values that would logically flow from them.

### 5. Inquiry order

- You retrace step by step the way in which you acquired your knowledge (speech to inform) or how you arrived at the proposal you are communicating (speech to persuade)
  - A. The advantage of this inquiry pattern allows the audience to judge the worth of the information or the value of the policy.
  - B. All facts are laid out for critical examination. It results in more complete knowledge (if you are informing) or in a firmer conviction (if you are persuading).

### 6. Question/Answer order

- You identify several of the most likely questions to arise in the minds of your audience, and then you attempt to answer them.

### 7. Elimination order

- This is best suited to persuasion.
  - A. You survey all available solutions to a recognized problem or all courses of action that should be taken.
  - B. You share the **dis**advantages of these in terms of cost, desirability, workability, etc.
  - C. Then you present your plan which eliminates the above mentioned problems and incomplete solutions.

Once you have decided upon your arrangement/order, you will need to phrase your main points:

- Be concise
- Be vivid
- Be motivating (immediacy to audience)

## Lesson Close

(5 minutes)

### Review

*Instruct students to locate objectives in the Student Guide.*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Prepare and deliver a eulogy utilizing facts, anecdotes, and tribute?
- Write central idea statements for speeches and written communication?
- Select an appropriate method of arranging main points in written and spoken works to communicate effectively to the intended audience?

### Assign Homework

*Refer students to Student Guide.*

Read over your lesson Resources and notes for all the previous lessons.

### Look Ahead

*Clip-out several recent news stories from the local newspapers to bring to the next lesson.*

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## *Lesson 8*

# Reporting Clearly

## *Lesson Overview*

### **Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction Welcome	Orientation	Student Guide
0:05	News Writing	Lecture	Resource 8-1 Resource 8-2 Resource 8-3
1:05	Lesson Close	Review, Assign	Resource 8-4

# Lesson Introduction

(5 minutes)

## Welcome

*Welcome the students. Open with Scripture and prayer, led by the student who has volunteered for this day. Take attendance.*

## Learner Objectives

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of this lesson, participants will

- Describe the elements of news writing
- Prepare effective news articles including leads and supporting detail
- Demonstrate good interviewing technique

# Lesson Body

## News Writing

(60 minutes)

*Refer students to the Student Guide Resource 8-1.*

### What is News?

"Straight" or "hard" news writing:

1. Reports something that happened recently.
2. Answers "who, what, when, where, why, how" as quickly as possible, but not all in the first sentence.
3. Is clear, accurate, fair; Reporters do the proper digging, then think about it.
4. Is objective:
  - uses objective language.
  - uses almost no adjectives or adverbs.
  - uses no connotative nouns or verbs.
  - attributes all opinion to someone.
5. Contains no reference to the reporter/writer in the story, either subtly ("when asked . . . ") or directly ("I asked . . . ").

Reporters cannot achieve total objectivity; even the choice of fact brings in bias. But reporters can attempt to find balance, to represent all sides of a story.

Straight news writing uses this specific style:

- short words
- short sentences
- short paragraphs
- generous use of quotations

This type of writing, done well, can be vigorous and compelling, not simplistic.

Straight news stories usually are shaped in the inverted pyramid:

- begins with most important information.
- is not written in chronological order, but in LOGICAL order.
- doesn't build to a climax; rather ends with the smallest details.

Church news stories prepared as press releases should be written as professionally as possible. Become familiar with the style of your local papers; some like the traditional summary lead, and others like a livelier, feature lead. Well-written press releases are more likely to be selected for publication.

News stories written for publication in your church or district paper, however, will have a much warmer tone than those written for the secular press. "Tone" is generally shown in word choice. Church newsletters should strive just as vigorously for accuracy of facts and expression, for carefully structured stories, and for concisely written sentences and paragraphs, but writers may use warmer language and more subjective treatment of events.

### What Makes a Good Lead?

*Refer students to the Student Guide Resource 8-2.*

"The lead" is the first sentence, sometimes first two, in the story.

- The reporter selects the most important elements (important to the reader)
- The lead does not answer all the questions.
- The lead used to be very long; now it is closer to 20-30 words.
- One of the W's can be featured: usually the who, along with what and when.

*Clip out several recent news stories from your local paper. Look at them together, and discuss the effectiveness of the leads*

Let's look at a quick way to test your leads for effectiveness.

### How Can I Interview Effectively?

*Refer students to the Student Guide Resource 8-3.*

Interviews may be quite brief, as in the quick acquisition of facts for a **news** story. Other interviews may be lengthier, as a reporter would conduct for a **feature** story: researching facts and gathering meaning and examples (illustrations, stories).

1. Prepare a question list before the interview (for a feature on a person or event, questions should have a theme, and should not be yes/no questions).
2. Make an appointment with that person (no matter who it is) if you need to do an in-depth interview.
3. You can conduct the interview in person or over the phone:
  - Establish a quick rapport (less needed on the phone),
  - Identify yourself and your purpose,
  - Have your questions in efficient form, so you can write answers right next to the questions you use,
  - Read back for confirmation any statements you want to quote directly.
4. **Know** your subject, but don't act as if you already know all about the topic. That can get you in

trouble, in a corner. Don't be afraid to **ask questions**, to ask for explanations.

### **Purpose of Practicing News Writing**

*Encourage students to respond.*

*Suggested ways: internal newsletters, press releases to local paper or the district church paper, etc.*

*What are some ways news stories can be used in the church?*

# Lesson Close

(25 minutes)

## Review

*Instruct students to locate objectives in the Student Guide.*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Describe the elements of news writing?
- Prepare effective news articles including leads and supporting detail?
- Demonstrate good interviewing technique?

## Assign Homework

*Refer students to Resource 8-4 and talk through the requirements.*

*Write these ideas on the board, trying to get as many as possible from which the students may choose. If not enough topics are available, widen the topics to include news events in the lives of the students. Students must select topics they can research directly, face to face with participants.*

*Instruct students to find Resource 8-5 and 8-6 in the Student Guide.*

We are going to practice writing news. We'll select stories, gather the information, and then write the story, practicing the discipline of careful news writing.

Let's brainstorm some ideas for these brief articles.

Select two of these topics and begin to take notes on what you know. During the next 10-15 minutes, interview and gather information for your stories. You should talk to the most authoritative persons available (either those in charge or those directly involved). Get information and quotations. Double-check the accuracy of your quotations and the spelling of names. Some of your information can come from written sources. You can use Resource 8-5 to help you revise your stories. Your work will be evaluated according to Resource 8-6. The news stories are due next lesson.

## *Lesson 9*

# Gathering Supporting Material

## *Lesson Overview*

### **Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction	Orientation	Student Guide
0:10	Public Speaking	Lecture	Resource 9-1
1:15	Lesson Close	Review, Assign	Resource 9-2 Resource 9-3

# Lesson Introduction

(10 minutes)

## Welcome

*Welcome the students. Open with Scripture and prayer, led by the student who has volunteered for this day. Take attendance.*

## Eulogies

*Finish any eulogies you didn't have time for in the earlier session.*

## News Stories

*Collect the news stories are due today. If there is time, you could let the students read each other's stories. A grading sheet, Resource 8-6, is provided to assist you in evaluating these stories. Return them as soon as you can because the students will be using them in the newsletter assignment*

## Learner Objectives

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of the lesson, participants will

- Define and give illustrations of supporting material for written and spoken communication
- Describe methods for gathering and preparing support material to support the main ideas of written and spoken communication

## Lesson Body

### Public Speaking—Gathering Supporting Material

(60 minutes)

The fourth step in preparing to speak is to gather supporting material which will substantiate and fill out your main points. All your main points must be supported.

Supporting material:

- Amplifies your main points.
- Clarifies or explains your main points.
- Justifies the beliefs, attitudes, and values you desire for your audience to accept.

#### Types of Supporting Material:

*Refer students to Resource 9-1 in the Student Guide.*

**1. Explanation**—a descriptive or informative passage that makes a concept, process, or proposal clear or acceptable.

- How a procedure works
- What it is or what is involved (definition)
- Who it is (can also be “definition”)
- Why something exists
- When it occurred
- Where it happened

Explanations are generally short and uncomplicated and are used not so much as proof as for clarity.

**2. Illustrations**—a detailed narration, often in story form.

- The story describes a concept.
- The story relates a condition.
- The story relates circumstances.
- The story demonstrates the result of adopting a plan or proposal.
- The story is designed to present a striking or memorable impact.
- There are two kinds of illustrations:
  1. Factual—an actual illustration that has occurred
 

Rules:

    - It must relate to your point. You must use sufficient detail and evocative language so your illustration holds the audience’s attention.
    - It must be accurate!

2. Hypothetical illustration—it is untrue, but when used with other factual information, is acceptable as true to life.

Rules:

- Always let your audience know your story is hypothetical.
  - It should be reasonably capable of happening.
  - It must directly relate to your subject.
- Other forms of illustration:
    1. Anecdote—real life characters are featured
    2. Fable—animals speak and act as humans
    3. Parable—a fictitious story from which a moral or religious issue can be drawn

**3. Specific Instance**—is an undeveloped illustration or example used to clarify ideas (usually one sentence), and is used when the instances would be familiar or readily accepted by your audience. Specific instances can be used alone or can be used in conjunction with other forms of proof, especially if your audience acceptance of the fact may be low.

#### **4. Comparison and Contrast**

- Comparison points out the similarities between something audience members are familiar with and compares it to something they are not.
- Contrast emphasizes the differences between something familiar to audience members with something they are not.
- Comparison and Contrast can be used in combination:
  1. The audience must be familiar with one of the elements.
  2. A figurative analysis compares things of different classes (bird and plane).
  3. A literal comparison relates similar classes of things: two kinds of government, two types of sports, etc.

**5. Statistics**—number representatives, which show a relationship among phenomena. They are often researched conclusions without proof.

- They can emphasize **magnitude**—largeness or smallness (example: “50% of all teen pregnancies end in abortion”).
- They can also be used to **isolate parts** of a problem or show aspects of a problem by “segmenting” (example: “Taking 100%, we can see that 45% of the money collected goes to teen activities, 25% goes to materials, and the remainder . . .”).

- They can show **trends**—where we have been or where we are going, often in a graph.
- Rules for using statistics:
  1. Translate difficult-to-understand terms into understandable terms with the use of comparison, example, or restatement.
  2. Round off complicated numbers with a “qualifier”—“nearly 4,000” is easier to comprehend than “3,987.” “33.4%” can be referred to as “more than one third” or “over one third.”
  3. Use visual material when possible to clarify complicated statistics or trends.
  4. Use your statistics fairly. Cite source if appropriate. It will add credibility.

**6. Testimony or Quotation**—the opinions and conclusions of others or other sources. Testimony can add impression; it can also lend credibility or believability to an assertion.

**Tests of Your “Authorities”**

- The person quoted should be qualified by training or experience in the field you are discussing. You should note the qualification.
- Your source should be a primary resource.
- The opinion of the individual should not be unduly influenced by personal interest.
- The speaker must relate the source and position of the authority, as well as the source when using any item of testimony or quotation. Cite source.

# Lesson Close

(20 minutes)

## Review

*Instruct students to locate objectives in the Student Guide.*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Define and give illustrations of supporting material for written and spoken communication?
- Describe methods for gathering and preparing support material to support the main ideas of written and spoken communication?

## Assign Homework

*Refer students to Speech Assignment Resource 9-2 and talk through it.*

**Speech to Entertain—Banquet Speech.** The purpose of a Speech to Entertain is to promote understanding and comprehension in a light or enjoyable manner. The speech can be humorous or serious, but often humor is used. It is not, however, a stand-up comic monologue.

*Refer students to Resource 9-3 Skeletal/Draft Outline and talk through that. This outline is a plan for the development of your speech due next class.*

The skeletal outline is due next class session. The delivery of speech will be during lesson 11.

## Look Ahead

*You will need several examples of pastoral essays/devotions from church newsletters or district newsletters for the next lesson.*

*Lesson 10***Devotional Essays***Lesson Overview*

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction	Orientation	Student Guide
0:05	What is an Essay?	Review	Resource 3-1
0:10	Uses for Essays	Group Activity	Sample Essays, Devotions Resource 10-1
0:35	Public Speaking	Lecture	Resource 10-2 Resource 10-3
1:05	Speech to Entertain	Teacher/Group Critique	Homework
1:25	Lesson Close	Review, Assign	Student Guide

# *Lesson Introduction*

(5 minutes)

## **Welcome**

*Welcome the students. Open with Scripture and prayer, led by the student who has volunteered for this day. Take attendance.*

## **Learner Objectives**

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of the lesson, participants will

- Give examples of essay writing in the practice of ministry
- Describe the final steps in preparing to deliver a public speech
- Demonstrate how to communicate personal confidence while delivering a speech

# Lesson Body

## What Is an Essay?

(5 minutes)

*Refer students to Resource 3-1 in the Student Guide and review the three terms.*

This is a review from an earlier session, but we are now going to write a different type of essay.

**Essay**—short piece of discourse (writing) on a single topic, usually expressing the views of the writer. “Short” is a relative term; an essay is shorter than a book and longer than a paragraph.

**Exposition**—form of writing that explains (opens up, exposes) a subject for the reader. Although the reader and the writer are involved in this piece of discourse, the focus is on the subject. **Exposition**, or expository writing, is in contrast to **narrative** writing, although exposition includes brief narratives or examples as support for the paper. **Exposition** is also in contrast to **persuasive** writing, which focuses on the reader, focuses on changing the reader’s mind about a subject.

**Thesis Statement**—the single sentence that states the main idea of the piece of discourse (essay, article, book, etc.). A thesis statement is a helpful guide to the reader, in the introduction, in the conclusion, or in both. But occasionally a writer may choose not to state the thesis explicitly.

## Uses for Essay Writing in Ministry

(25 minutes)

*You can catch the attention of your students if you can clip some sample pastoral essays from your own district’s newsletters. Spend a few minutes reading them, either in small groups or all together. You may put them on an overhead and read them together, or pass them around the circle with students reading silently.*

*Talk about the essays students find most effective. Try to identify the components that made them effective (original ideas, vivid examples, fresh language, effective organization, attention-getting lead, powerful conclusion).*

A minister has many opportunities to write devotional essays, short pieces of discourse written for the spiritual edification of the church. Some churches include such a pastor’s essay as a regular feature of the weekly newsletter. Let’s look at some examples.

*Refer students to Writing Assignment Resource 10-1 and talk through it.*

The first draft of your devotional essay will be due at Lesson 12.

## Public Speaking

(30 minutes)

*Refer students to the Student Guide Resource 10-2.*

### Final Steps in Preparation

1. **Before** preparing your (key word) Speaker's Outline onto a note card:
  - A. Review your full content outline aloud several times and time yourself, making any adjustments for time. To transfer the information onto a Speaker's Outline note card and **then** have to add or delete makes for a messy and sometimes unreadable note card.
  - B. Note the key words that stand out and help you to recall information you plan to present.
2. Transfer those key words or directional comments to your Speaker's Outline.
  - A. Your Speaker's Outline should include only a keyword or phrase (that's all you will need to jog your memory IF you have practiced your speech).
  - B. Do not be afraid to write down a full sentence when you want to say something in a precise way, such as "Friends don't let friends drive drunk."
  - C. Cue your card with "Quote" or "Testimony" if you are going to give a direct quotation. And write only one direct quotation to a card.
  - D. You may wish to give directions to yourself: "Statistic." "Show poster." "Hand out." "Visual."
  - E. If you want to emphasize something on your note card: **highlight**, underline, USE ALL CAPS, \*\*asterisk.
3. Once your Speaker's Outline card has been prepared, use this card to assist in your rehearsal:
  - A. Review your whole speech first (this should be about the 3<sup>rd</sup> or 4<sup>th</sup> time you have reviewed your material, without your note card). This will help you focus on the areas you are still unfamiliar with.
  - B. At least every other time, during your practice, try to present the speech without using the note card.
  - C. Practice standing up ALWAYS.
  - D. Practice speaking out loud.

- E. Practice speaking in front of a mirror if possible so you can see yourself. The mirror image is your audience. Practice scanning the audience.
- F. Gain command of your material; the more you are in command of your material, the more poised and comfortable you will be in your presentation.

## **Delivery of Your Speech**

1. I will call your name. This is your cue to take your place.
2. You will go to the front of the room, positioning yourself, gathering your thoughts (pause), and setting up any visuals.
3. When you are ready, you will begin. Our attention will be focused on you.
4. You will be evaluated both during and following your speech:
  - A. Instructor evaluation will be given to you at the next class session.
  - B. Student evaluations will be given to you after the instructor has reviewed them, removed the students' names, and recorded the students' points.
5. When you have spoken the last word of your speech, pause. Do not say "Thank you." There will be applause as you take your seat. Turn in your Technical Outline and Speaker's Outline.
6. The next speaker needs to allow time for the evaluation of the previous speaker. Wait until the instructor calls your name.

## **Tips for Communicating Confidence**

*Refer students to Resource 10-3.*

1. Be yourself.
  - A. Remove your jacket or attire that would be inappropriate, or which gives us the feeling you aren't really wanting to speak.
  - B. Remove chewing gum or candy.
  - C. Stand comfortably.
2. Look at your listeners.
  - A. Establish eye contact by looking in the eyes of your audience, just as you would in a personal conversation.
  - B. Do not look at the floor, walls, ceiling, or out the back door.

3. Communicate with your body as well as your voice.
  - A. Work for facial expression that indicates you understand your message (that matches your message).
  - B. Keep your hands free to gesture.
  - C. Don't play with your note card:
    - Move your thumb down the note card and try to use it with one hand.
    - Use the note card hand as an extension of your gesture.
    - Don't try to hide the note card in any way. (Quotation cards can be placed on the front desk in a stack, or you can hold them and place them on the desk when you have completed your use of them.)
    -

## **Speech to Entertain—Skeletal Outlines**

(20 minutes)

*Check through students' skeletal outline, giving credit for their completion of this assignment. You might have small groups critique the plans, offering suggestions*

# Lesson Close

(5 minutes)

## Review

*Instruct students to locate objectives in the Student Guide.*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Give examples of essay writing in the practice of ministry?
- Describe the final steps in preparing to deliver a public speech?
- Demonstrate how to communicate personal confidence while delivering a speech ?

## Assign Homework

*Refer students to Resource 9-2 in the Student Guide.*

Speech to Entertain as described in Resource 9-2.

*Refer students to Resource 10-1.*

Write a 250-word essay appropriate for a church or district newsletter. See Resource 10-1. First draft due lesson 12; Final draft due lesson 13

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## *Lesson 11*

# Research: Writing from Sources

## *Lesson Overview*

### **Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction	Orientation	Student Guide
0:05	What is a Research Paper?	Lecture	Resource 11-1
0:10	What a Research Paper is Not	Lecture	Resource 11-1
0:15	Research Assignment	Writing Project	Resource 11-2 Resource 11-3
0:25	Speech to Entertain	Speeches	Homework
1:25	Lesson Close	Review, Assign	Student Guide

# Lesson Introduction

(5 minutes)

## Welcome

*Welcome the students. Open with Scripture and prayer, led by the student who has volunteered for this day. Take attendance.*

## Learner Objectives

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of the lesson, participants will

- Describe how synthesis applies to writing research works
- Understand the role of quotations and supporting material to promote a central thesis in a research work

## *Lesson Body*

### **What Is a Research Paper?**

(5 minutes)

*Refer students to Resource 11-1.*

Before we get back to our devotional essays, let's think ahead to our major writing project: the Scholarly Article (a researched argument).

1. The research paper is a synthesis of all the information you have gathered from books, articles, lectures, or interviews. You have used your own brain, your own thinking processes to understand the information and put it together to find meaning.
2. The research paper is your original work. You have created it, put the ideas together in your own way. It has something fresh to offer.
3. The research paper carefully acknowledges all the sources you have used. This principle is so basic that whole systems for reporting sources have developed. We'll use Turabian. Ethical behavior and fairness demand you acknowledge where you got your information. You are indebted to your sources. Acknowledging sources enables the advancement of knowledge: "strong inference" is the principle that new discoveries are made by inches, with each new bit of discovery built upon the mountain of documented scholarship that has gone on before.

### **What a Research Paper Is Not**

(5 minutes)

1. A summary of a single article or a book (or other source material) is NOT a research paper. A summary of a single source does have its use, however.
2. The ideas of others, repeated uncritically, do NOT make a research paper. A research paper is supposed to reflect something about yourself: synthesis, interpretation, or some personal involvement.
3. A series of quotations, no matter how skillfully put together, does not make a research paper. Quotations are useful, but the reader is listening to YOUR voice. Introduce your source, present the

source's material, and then discuss and interpret the material.

4. Unsubstantiated, personal opinion does not make a research paper. Include your thoughts and conclusions, but be sure they are supported with logical explanations, opinions of experts, facts, or statistics.
5. Using another person's work without acknowledging it, whether the work is published or unpublished, professional or amateur, is not research. It is plagiarism.

## Research Assignment

(10 minutes)

*Refer students to Resource 11-2, the writing assignment and talk through it. Announce the deadlines for the sub-tasks.*

*Refer students to the topic list, Resource 11-3 and read through it. If students have good ideas for topics to add to the list, feel free to do so.*

Read through the topics and do some thinking and planning. Be prepared to sign up for your topic during lesson 11.

## Speech to Entertain: Banquet Speeches

(60 minutes)

*Distribute the student response forms. Call on students in the order you have chosen. Allow time between speakers for students to complete response forms. Collect response forms and tally them before the next session.*

# Lesson Close

(5 minutes)

## Review

*Instruct students to locate objectives in the Student Guide*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Describe how synthesis applies to writing research works?
- Understand the role of quotations and supporting material to promote a central thesis in a research work?

## Assign Homework

*Refer students to Resources 10-1 and 11-2 in the Student Guide.*

First draft of Devotional Essay as described on Resource 10-1.

Begin a Scholarly Research Article, Resource 11-2.

Topic selection decided no later than lesson 13

Master List of Sources due lesson 15

Preliminary Outline due lesson 14

First draft due lesson 17

Revised draft due lesson 18

Final draft due lesson 19

## Look Ahead

*Investigate the library resources in your area and be prepared to demonstrate the use of the indices to the students. You may be able to search online from your classroom, but it may be necessary to take the class to the library for the next lesson. Many libraries have resource librarians who can help with research demonstrations.*

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## *Lesson 12*

# Research Tools

## *Lesson Overview*

### **Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction	Orientation	Student Guide
0:05	Persuasion Activity	Group Activity	Homework
0:30	Researching Tools General Principles	Lecture Student Discovery	Resource 12-1
1:00	Devotional Essays	Revision	Homework Resource 12-2
1:25	Lesson Close	Review, Assign	Student Guide

# Lesson Introduction

(5 minutes)

## Welcome

*Welcome the students. Open with Scripture and prayer, led by the student who has volunteered for this day. Take attendance.*

## Learner Objectives

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of the lesson, participants will

- Demonstrate the steps in preparing and delivering a speech to persuade
- List and utilize a variety of research tools to gather primary and supporting materials

# Lesson Body

## Persuasion Activity

(25 minutes)

Ask for raise of hands, yes or no?

*Should high school students stay out of school at least a year before beginning college?*

*Should all children be given music lessons for at least a year?*

*Should teenagers be forced to attend church?*

*Choose one of these questions, or a question more appropriate for your group, for the class to explore. Select a question that has a fairly equal number of people on both sides.*

Choose a side and then select a scribe (someone to take notes) for your group.

Write a position statement (call me over to check that it calls for action, positive or negative).

Brainstorm reasons why or why not.

Select the best (most effective) three reasons. Put them in an effective order (best reason last).

Select one of your group to present them to the other side. The other side should listen carefully.

Debrief. Talk about what was most effective, how you would counter the arguments you heard, if there are arguments that would have persuaded you better?

## Research Tools

(20 minutes)

*Please investigate the library resources in your area and be prepared to demonstrate the use of these indices to the students. You may be able to search on-line from your classroom, but it may be necessary to take the class to the library for this lesson.*

Encyclopedias—excellent for preliminary reading.

Indices—provide you with lists of sources by subject. The type of **index** you use determines the type and sometimes the quality of the **source** to which it sends you.

- Books: the card catalog is almost obsolete. Most are now computerized.
- Periodicals: Periodicals are indexed on paper or computer.

### A. Paper indices

1. Popular: *Readers' Guide to Periodical Literature*
2. Scholarly
  - a. General
  - b. By discipline: *Religion Index, Christian Periodical Index* (Be aware that *Religion* tends to

be more scholarly, and *Christian Periodical Index* tends to be more popular.)

B. Computer indices: *Religion Index* is on CDROM.

*Check with your librarian.*

C. On-line indices: Most libraries have on-line indices.

Reference Lists: After you begin to read and take notes, you will notice lists of sources at the end of scholarly articles and books. These lists are a rich resource for you to find other pertinent sources for your project.

## General Principles

(10 minutes)

1. As sources, periodicals (journals) are often better than books; they are more recent and briefer, thereby making a broader reading possible.
2. Paper indices are more complete by far than computer indices. They have the ability to include many more entries.
  - Triangulation is possible; you can use at least three different approaches to your topic, thereby insuring a more accurate view (selecting different types of indices: philosophical, theological, sociological, scientific, psychological, etc.)
  - Students will benefit by learning the indices for these three levels of periodicals:
    - a) Popular (*Readers' Guide*, for example)
    - b) Professional (written by psychologists for psychologists, by theologians for theologians, by pastors for pastors. Learn the indices for your own discipline)
    - c) Scholarly (within each discipline, some journals are research-focused)
3. Computer indexing can be quicker than paper indices. In addition, with computer indexing one can conduct a more complex search, linking two subjects, for example.

## Devotional Essays

(25 minutes)

*Ask the students to share their ideas with the class. Write these effective components on the board as students talk, to keep the ideas in front of them.*

*Organize the students in groups of 2-3. If the class is small, you can use the whole class as a group.*

*Have students find Resource 12-2 in the Student Guide.*

*Put one student's essay at a time "on the table." Have the writer read the paper aloud, as the others look on. Then discuss the essay, following the suggestions on the editing guide. The writer should contribute ideas he or she notices about the paper, as well. Someone in the group should act as scribe. When the group has finished with an essay, the completed editing guide should be given to the writer to use as a guide in the next revision.*

Let's review the components of an effective essay.

Please get out your devotional essays and let's help each other revise them.

# Lesson Close

(5 minutes)

## Review

*Instruct students to locate objectives in the Student Guide*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Demonstrate the steps in preparing and delivering a speech to persuade?
- List and utilize a variety of research tools to gather primary and supporting materials?

## Assign Homework

*Refer students to Student Guide Resource 10-1.*

Topic for Scholarly Research Article.

Final draft of Devotional Essay as described on Resource 10-1.

## *Lesson 13*

# Selecting and Narrowing a Topic

## *Lesson Overview*

### **Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction	Orientation	Student Guide
0:05	Devotional Essay	Group Sharing	Homework
0:15	Selecting a Topic	Topic Decision	
0:20	Selecting and Narrowing a Topic	Lecture	Resource 13-1 Resource 13-2 Resource 13-3
1:25	Lesson Close	Review, Assign	Resource 13-4

# Lesson Introduction

(5 minutes)

## Welcome

*Welcome the students. Open with Scripture and prayer, led by the student who has volunteered for this day. Take attendance.*

## Learner Objectives

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of the lesson, participants will

- Select and narrow a topic for a scholarly paper or article
- Use the skills of argument in preparing essays
- Use proper bibliographic form to prepare a master list of sources for a scholarly paper

# Lesson Body

## Devotional Essays

(10 minutes)

*Have the students read their completed essays to each other in small groups. Collect the written essays.*

I want you to get into groups of three to share your Devotional Essays. Find someone you haven't shared with before.

## Selecting a Topic

(5 minutes)

*Ask students to name the topic they've selected. Encourage, but don't insist, that they each select a different topic so they are not all trying to use the same references at the same time.*

I want you each to give me the topic you have selected for your Scholarly Research article. We will make a master list so we all know who is working on what.

*On the blackboard or overhead write down the student name next to the topic.*

## Selecting and Narrowing a Topic

(65 minutes)

*At the end of this lecture some students may feel they need to change their topic.*

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Now that you have selected a topic we need to think more about that selection and narrow it down to something manageable.

Choosing a good topic is critical to the success of any term paper project. However, many students need help in deciding what constitutes a "good" topic. We think the following five recommendations will help you.

**First** of all, make sure your topic meets all the criteria specified by the instructor or writing situation.

One criterion to which you need to pay special attention is the required length of the paper. Though this would seem obvious, a surprising number of people do not seem to fully grasp that a shorter paper requires a narrower and more focused topic, while a longer paper calls for a broader treatment.

Sometimes a poor topic can be narrowed or broadened until it is more appropriate in scope for the given assignment.

**Second**, as far as possible, choose a topic that interests you and about which you have at least some knowledge.

One good rule of thumb is to choose a topic that interests you enough so you genuinely want to know more about it.

**Third**, be sure the topic you choose can be researched adequately using the resources you have access to and in the amount of time you have been given.

**Fourth**, be wary of the problems inherent in choosing a topic that is extremely controversial, for when people feel strongly about an issue, facts and logic are not always as highly regarded as they should be.

You may also find it is more difficult for you to be an objective researcher and writer when dealing with such an emotional topic. This is not to say controversial topics are to be avoided altogether; they often force students to confront significant questions of universal value. However, they should be approached with caution.

## Writing Arguments

When you write *an argument*, you need to know how to write all other types of essays:

- description
- example, story-telling
- definition
- comparison/contrast
- cause and effect

*Refer students to Resource 13-1 in the Student Guide.*

To argue is **not** to quarrel. To argue well is to convince others your judgments are fair and your reasoning valid.

Some definitions that might be helpful:

- Argument: "a unit of discourse in which beliefs are supported by reasons." – Lionel Ruby
- Persuasion paper: writing or speaking that tries to bring about a voluntary change in thinking so readers or listeners will accept a belief they did not hold before.

Everyone wants his or her opinions to be taken seriously. Learning to write an argument will help you win respect and understanding. Many effective sermons are, in fact, persuasive essays.

## Components of an Argument

Instruct students to find Resource 13-2 in the Student Guide.

**1. The Proposal or Thesis Statement:** It should appear in the introductory section, and is often preceded by a description or narration of the present situation, or past situations which led up to the present one. The thesis contains only one major proposal. It should stir emotions appropriate to the proposal (be aware: both emotion and humor are volatile). An argument may be based on fact, value, or policy. A *policy paper* must have a thesis that calls for action, mental or physical.

**2. Primary Support:** An argument may involve library research, interviewing authorities, conducting laboratory research, or gathering statistics. But it *must* involve logic and reasoning. The strength of an argument lies primarily in the logical reasons that support it.

**3. Secondary Support:** The discourse of an argument moves forward, dealing with one major reason at a time, and some of these major reasons will be supported with subordinate reasons. At the same time, a sense of the writer's trustworthiness will be conveyed through **knowledge** and **fairness**. Knowledge + fairness = trustworthiness.

**4. Opposite Point of View:** A logical argument must never be one-sided. All **written** arguments must contain a fair presentation of the opposing points of view. You should present their best points and avoid ridiculing them. On the other hand, you should not give them too much space, or the best space, and you should refute their arguments, if you can. Even if you cannot, just stating the opposition shows you are fair and informed.

**5. The Conclusion:** An argument needs an effective conclusion of at least a paragraph. This conclusion should accomplish the following:

- summarize the argument you have made in support of your proposal
- interpret the facts
- evaluate the facts
- think the issue through for the reader
- restate the call for action (thesis)

## Master List of Sources: Lecture

Use Resource 13-3 during this lecture. Refer students to the Student Guide.

### NNU Research Guide

The most timesaving and least frustrating way to conduct the research for your project is assembly-line fashion. Before you ever look up a book or article, before you ever write a note card, spend an hour or two gathering information from indices. The result of this work will be a Master List of Sources. Set up camp in the research area of a library. For equipment you will need two or three sheets of notebook paper, a pencil, and the right terminology (the specific words which are used in indexing your topic). To find the right term, called "descriptors" or "subject headings," we suggest the following:

- keep a list of synonyms in front of you
- use the trial-and-error methods to find the exact term your index is using
- watch the cross-referenced terms in your indices
- use the thesaurus on the computer to find synonyms
- ask a librarian (always a good idea!)
- look up related terms in *Library of Congress Subject Headings*, or in *Thesaurus of ERIC Descriptors*

As you compile your Master List of Sources, you will be looking for articles which will help you develop your paper. First, choose a variety of indices from which to gather sources to guarantee a well-balance approach. For example, if you were writing a paper which calls for legislation against public funding of organ transplants, you should get some sources from the *General Science Index* or the *Applied Science and Technology Index* (for the medical and scientific information about organ transplants), some sources from the *Social Science Index* or *Psychological Abstracts* (for the social needs of both the patients and the public), and some sources from the *Humanities Index*, the *Philosopher's Index*, the *Religion Index*, or the *Christian Periodical Index* (for the moral and ethical implications).

Some of the articles will be listed under your research subject's heading; other good articles may be found by looking up terms related to some of your supporting reasons. Finding helpful articles in any of these indices involves much the same process:

- select an index from the appropriate year (usually, the more recent, the better)
- look up the subject/term to find a list of articles on that subject

- read the article titles to judge whether that article would be helpful to you
- write down the complete information given for each article which appears helpful (much of the information will be abbreviated; you may need to look at the front of that index book to determine what the abbreviations mean)

As you find the name of articles which look promising, you will compile a master bibliography list. Be sure to copy the entire entry as you find it listed in the indices because all the information you would need to cite this source in a paper is included. If you copy the entire entry, the Master List becomes a "back-up" in case you lose a bibliography card (which you will fill out later when you actually get your hands on the source).

One of the most helpful aspects of technology is the computer search. One of the advantages of computer searching is that you can combine terms, and thereby find a more specifically helpful list of sources. For example, requesting a list of the articles that cover both "conferences" and "writing" will eliminate articles about other kinds of conferences. Many of the same principles of searching index books apply to computer searches. Your librarian can steer you toward the most helpful search programs. You might want to run a simple sample-search to acquaint yourself with how the computer works. The printout you generate from the computer search becomes part of your Master List of Sources.

*Emphasize this point!*

A caution: be sure your list has at least four times as many sources as you need. You will probably find only **half** of these sources, and only **half** of those will be helpful. Keep that thought in your mind to avoid frustration.

The Master List of Sources is a messy thing: penciled, abbreviated bibliographic citations copied from indices, and some pages of computer printouts. Consider this Master List a working draft of your bibliography. Once you have gathered this information, sit down with the folder that lists the periodicals your library carries, and write the name of your library in the margin next to the ones it has. You might do the same thing with the list of periodicals in nearby libraries. This process is much more efficient than wandering through the stacks to see if your library carries each individual periodical.

# Lesson Close

(5 minutes)

## Review

*Instruct students to locate objectives in the Student Guide.*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Select and narrow a topic for a scholarly paper or article?
- Use the skills of argument in preparing essays?
- Use proper bibliographic form to prepare a master list of sources for a scholarly paper?

## Assign Homework

*Refer students to Resource 13-4 in the Student Guide.*

Bring a preliminary outline of your article. See Resource 13-4 in the Student Guide.

## Looking Ahead

*You need to plan on having the class meet at the Library for the next class lesson.*

We will be spending about an hour of next class lesson in the Library doing research for this project.

*Be sure to announce the name and address of the library.*

## *Lesson 14*

# Master List of Sources

## *Lesson Overview*

### **Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction	Orientation	Student Guide
0:05	Preliminary Outline	Group Evaluation	Homework
0:20	Master List of Sources	Student Research	Resource 14-1
1:25	Lesson Close	Review, Assign	Student Guide

# *Lesson Introduction*

(5 minutes)

## **Welcome**

*Welcome the students. Open with Scripture and prayer, led by the student who has volunteered for this day. Take attendance.*

## **Learner Objectives**

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of the lesson, participants will

- Prepare an outline for a scholarly paper or article
- Utilize research tools found in libraries to gather primary and supporting materials

## *Lesson Body*

### **Preliminary Outline**

(15 minutes)

*Go around to all the small groups and see how each individual has done. Offer suggestions if they had problems.*

Get in small groups of about three. Go over each other's outlines and carefully evaluate them. Ask questions. Give suggestions.

### **Master List of Sources**

(65 minutes)

*Refer students to Resource 14-1 in the student Guide. Go through the page with the class.*

We are going to spend the remainder of the class time working on your Master List/Bibliography. I will be available to help you use the indices and computers to find information.

# Lesson Close

(5 minutes)

## Review

*Instruct students to locate objectives in the Student Guide.*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Prepare an outline for a scholarly paper or article?
- Utilize research tools found in libraries to gather primary and supporting materials?

## Assign Homework

*Instruct students to find Resource 14-1 in the Student Guide.*

Gather a master list of sources on your topic. Make approximately half of them from paper indices, and print off a computer search on your topic. See Resource 14-1.

Do some preliminary reading to get a sense of what you can support and document.

## *Lesson 15*

# Effective Note-taking

## *Lesson Overview*

### **Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction	Orientation	Student Guide
0:05	List of Sources	Group Evaluation	Homework
0:25	Note-taking	Lecture	
0:40	Public Speaking	Lecture	Resource 15-1 Resource 15-2 Resource 15-3
1:25	Lesson Close	Review, Assign	Resource 15-4

# *Lesson Introduction*

(5 minutes)

## **Welcome**

*Welcome the students. Open with Scripture and prayer, led by the student who has volunteered for this day. Take attendance.*

## **Learner Objectives**

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of the lesson, participants will

- Maintain notes and a bibliographic record of sources
- Prepare introductions for orally presented text
- Utilize effective techniques of oral interpretation of text

# Lesson Body

## List of Sources

(20 minutes)

*As the students work together, go around to each of the groups, and look at each student's list offering suggestions.*

Get into small groups of three and share your Master Lists with each other. Make a careful evaluation asking questions and giving suggestions. You may even be able to share information and sources with each other, so you may want to get into a small group with someone who has a similar topic.

## Note-Taking

(15 minutes)

### NNU Research Guide:

The work so far has not been mentally taxing; in fact, you still have not put your hands on an article or a note card. But you're ready! We suggest two things for the next step, the note-taking stage:

1. Don't take more than one or two articles off the shelf at one time. This part of the research can most easily be done in small bites. If you have 30 minutes or an hour, you won't mind running to the library with your Master List and reading and taking notes on an article, maybe two.
2. As soon as you get your hands on an article or a book, fill out a Bibliography Card. The Master List is only a back-up.
3. You are still editing your preliminary outline and working toward writing your first draft. As you take notes, you will be educating yourself about your topic. You have an outline of your paper, but keep flexible as you read and learn.
4. The minimum requirement of what you should write on each note card is the following:
  - A. Author's last name or names and the page number must be included on each card.
  - B. Record bite-sized information; if you put too much information on a card, you will have to keep reprocessing the information.
  - C. Place quotation marks around direct quotations.
  - D. Put brackets around your own interpretations or comments.

- E. Summary material will be unmarked (but will still need to be cited).

## Public Speaking: Oral Presentation of Text

(40 minutes)

*Refer students to Resource 15-1 in the Student Guide.*

The oral presentation of a text usually takes the following forms: interpretive reading, serious dramatic interpretation, and humorous dramatic interpretation. We will be reading from the Bible, but it is possible to select text of any of these three types. These various forms of interpretation have a number of things in common:

1. They all involve the presentation of literature written by someone other than the interpreter
2. They all require an original introduction
3. They are all evaluated in terms of (a) excellence of choice and arrangement of the literature, (b) effectiveness of the introduction and transitions, and (c) effectiveness of the style of interpretation presented by the interpreter.

*Refer students to Resource 15-2 in the Student Guide.*

The following guidelines will help in your selection:

1. Choose literature (Scripture) you like. If you do not enjoy it, you will not enjoy presenting it.
2. Choose literature that will appeal to your listener. Choose material that is interesting and understandable to others, without being simplistic (not likely with Scripture).
3. Choose an interesting theme. Choose a theme you like and the listener will enjoy. Avoid general themes. You might choose a unique theme, that is, something different from the traditional.
4. Become very familiar with your literature. You must know your literature well to interpret it well. Read through your selection a number of times until you really get the feeling for your presentation. You must sincerely convey the emotion and meaning of your piece.
5. Choose literature with more than one characterization. You need different characters and moods really to give the listener a feeling for your interpretation. Two or more moods will allow you to present a contrast and show your interpretative skills.
6. Carefully word your introductions and transitions. Introductions set the mood. Your introduction

should identify the setting, introduce your theme, and briefly identify the scripture references. Introductions usually run from 20 seconds to one minute in length. Your transitions should briefly summarize the message and mood of the previous selection while introducing the next.

7. Practice your interpretation. Go over it until you know it. Present it to someone and get a critique. Present it to a tape recorder and listen to yourself. Practice.

## Understanding the Selection

1. Thought analysis: Read the selection to get the general meaning. Check the meaning and pronunciation of doubtful words.
2. Attitude analysis: Know the mood, approach, and feeling of the whole selection. Think about the setting from which your selection arises.

## The Mechanics of Interpretation

1. Vocal Quality: the distinct character of an individual's voice.
  - Normal (used every day): in interpretation, the normal quality is used to express solemnity, tranquility, mild pathos (pity or compassion), or explanatory thought.
  - Feeble (thin voice): is used to express sickness, idiocy, timidity, or fatigue.
  - Guttural or harsh (throaty): is used to express anger, disgust, contempt, malice, scorn, irritation, or hostility.
  - Whispered (hissing, breathy): is used to express weakness of old age or illness; feelings of tenderness, secrecy, caution, exhaustion, or fear.
  - Full/Round (rich, round tone): is used to express emotions of courage, reverence, patriotism, solemnity, dignity, loftiness, and nobility
2. Pitch: height or depth of a tone on a musical scale.
  - Depends how fast the vocal cords vibrate (fast vibration = high tone, slow = low tone).
  - Medium pitch is the normal key best fitted to your voice.
  - High pitch sometimes tends to be shrill. You should use it only to communicate gaiety, joy, rage, victory, or extreme grief.

- Low pitch is slightly below the normal key. Used correctly, it is an easy, relaxed tone that comes from a relaxed throat. A low pitch expresses reverence, awe, and devotion, as well as despair.
3. Inflection: sliding the pitch up or down during the utterance of a sound or syllable.
  4. Force: the intensity or energy with which you speak.
  5. Time: the speed with which you speak, involving three things:
    - Rate of speech
    - Pauses, how often and how long
    - How long a syllable is prolonged
  6. Pause: the significant silence between thoughts that lets us punctuate speech.
    - Grammatical pause is indicated by punctuation marks.
    - Rhetorical pause marks the separation of words according to the author's meaning. It may or may not be indicated by punctuation marks. Rhetorical pauses give added force and freshness to a selection.
  7. Emphasis
    - We give emphasis to important thoughts to lift from above unimportant thoughts.
    - Emphasis is not given by stress on a word alone, but also by inflection, force, voice quality, pitch, and the pause.

## Lesson Close

(5 minutes)

### Review

*Instruct students to locate objectives in the Student Guide.*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Maintain notes and a bibliographic record of sources?
- Prepare introductions for orally presented text?
- Utilize effective techniques of oral interpretation of text?

### Assign Homework

*Refer students to Resource 15-4 in the Student Guide.*

Begin to do serious reading and note-taking for your research article. As you gather information, you will find it necessary to adjust and strengthen your preliminary outline.

Begin work on Oral Presentation of a Test (Resource 15-4). This presentation is due on lesson 17.

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## *Lesson 16*

# Introducing Sources

## *Lesson Overview*

### **Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction	Orientation	Student Guide
0:10	Blending Quotations on your Paper	Lecture	Resource 16-1 Resource 16-2
0:25	Blending Activity	Group Activity	Resource 16-3
0:50	Public Speaking	Lecture	Resource 16-4
1:15	Lesson Close	Review, Assign	Student Guide

# Lesson Introduction

(10 minutes)

## Welcome

*Welcome the students. Open with Scripture and prayer, led by the student who has volunteered for this day. Take attendance.*

## Note Cards

*Ask students to talk about their note-taking so far. Remind them they need the identifier and page number next to every "bite" of information.*

*Are there any questions or problems that you have run into while taking notes?*

## Learner Objectives

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of the lesson, participants will

- Demonstrate proper methods for blending quotations and source materials into a scholarly paper
- Prepare and utilize draft, technical, and speaker's outlines to organize speeches

# Lesson Body

## Blending Quotations in your Paper

(15 minutes)

You will probably summarize most of the material you use from your sources. Occasionally, the wording of the source itself is so precise and powerful that you will choose to quote it directly (using quotation marks around the exact words taken from your source). In both cases—summary or direct quotation—you will need to treat this material as a fellow scholar:

1. Unless there is a reason not to, introduce your sources in the text of your paper, identifying each source's highest point of authority. For example:
  - A recent article in *Christianity Today* reported that\_\_\_\_\_.
  - Noted theologian Michael Lodahl writes, " . . . "
  - \_\_\_\_\_, according to *The Dictionary of Theological Terms*.
2. At the end of the quoted or summarized material, insert a footnote. The first reference to a source gives complete information, but in a format different from the list of sources at the back of the paper. Subsequent references may be shortened to the identifying word (author's/authors' name/s or, if no author, a shortened title) and the page number. Latin terms are seldom used today.

*Briefly have students look at Resources 16-2, in the Student Guide.*

We will be looking at these Resources more carefully in the next lesson.

3. After most quotations, you should discuss and apply the material to the point you're trying to make.

## Blending Activity

(25 minutes)

*Refer students to Resource 16-3 in the Student Guide. An answer key is included in the Instructor Resources.*

*Allow 10-15 minutes for students to complete this activity, and then write the answers on the board, with students providing the answers as much as possible. A key with explanations is included in the Instructor Resources.*

Please get in groups of two or three. The instructions will guide you to find the "identifier," the word or words that must be used with each citation within the paper (either within the parentheses or in the introduction), and the word or words used to alphabetize the citation at the end of your paper, in the Works Consulted. This activity also asks you to select the point of authority you wish to use in introducing your source within the paper.

## Public Speaking: Value of Organization

(25 minutes)

The following information is helpful both for speaking and writing.

### Value of Organization

1. Organization helps the speaker or writer:
  - A. Detect inconsistencies in your assertions.
  - B. Detect any illogical sequences of your ideas.
  - C. Prepare the entire speech in terms of introduction, body, conclusion.
  - D. Make the message more meaningful/allows you to check irrelevancies.
  - E. Gives you a comprehensive overview of your presentational material.
  - F. Gives you a security, in that you know the elements you are communicating form a cohesive unit, designed to produce a certain response.
  - G. It aids in your self-confidence.
  - H. If your mental processes are free from worry about your structure, you can turn your attention to delivery.
  
2. Organization helps the listener or reader:
  - A. Organization is the guide for them; it should help the listener/reader follow the speaker's thought patterns and aid in the perception of the important elements of the message.
  - B. Organization is an aid in learning subject matter.
    - i) The more easily recognized the plan of arrangement, the more quickly the learning takes place.
    - ii) The longer the content, the greater the need for organization.
    - iii) When orderly arrangement is expected but not present, confusion is the result.
    - iv) Most effective learning takes place when orderly arrangement is as explicit as possible and is deliberately explained to the learner at the beginning.

### Organizational Format Will Take Three Forms in the Speeches

1. **THE DRAFT OR SKELETAL OUTLINE** (used for generation of ideas after some research). A **draft outline** is your idea outline: incomplete sentences, just a jotting down of ideas.

*Refer students to Resource 16-4 in the Student Guide.*

2. **THE TECHNICAL OUTLINE** (a complete-sentence outline, following the correct outline procedures, including all transitional material as well as the introduction and conclusion). This is a complete outline of everything you plan to say in your speech.

3. **THE SPEAKER'S OUTLINE** (a card on which a word referent and directions are used to aid the speaker in remembering the information to be shared). You will prepare a **speaker's outline** from which you will deliver your speech. It must be on 4x6 or 5x8 cards. The speaker's outline allows for an extemporaneous style of delivery.

**A MANUSCRIPT** is a word-for-word presentation of the speech. A manuscript is not an outline, but may be appropriate to a given presentation determined by need for exact language/wording, situation/context, and the needs of the audience.

# Lesson Close

(15 minutes)

## Review

*Instruct students to locate objectives in the Student Guide.*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Demonstrate proper methods for blending quotations and source materials into a scholarly paper?
- Prepare and utilize draft, technical, and speaker's outlines to organize speeches?

## Assign Homework

*Be sure and answer any questions that they have about the assignments.*

*Instruct students to find Resources 15-4 and 16-5 in the Student Guide.*

First draft of Scholarly Research Article as described on Resource 11-2.

Oral presentation of Text as described on Resource 15-4.

Begin work on Speech to Persuade as described on Resource 16-5. For lesson 18 you are to bring a complete sentence (technical) outline that begins with your central idea, includes all your main parts and supporting arguments, and evidence in complete sentence form, and concludes with a restatement of your central idea. Speech will be given in lesson 19.

## Introducing Sources in your Research Paper – An Activity

### Instructor's Key

1. Becker, Gary S. "The Last Thing the Soviets Need is a Foreign-Aid Package." *Business Week*, 4 Nov. 1991, 21.
2. Bialer, Wereyn. "Disintegration and Rebirth." *U.S. News and World Report*, 9 Sept. 1991, 32.
3. Buckley, Wm. F. "Feeding the Russians." *National Review*, 7 Oct. 1991, 54-5.
4. \_\_\_\_\_. *Who's On First?* 1<sup>st</sup> ed. Garden City, NJ: Doubleday, 1980.
5. Budiansky, Stephen, and Douglas Stanglin. "Soviet Disunion." *U.S. News and World Report*, 9 Sept. 1991, 22-30.
6. "Don't Send Cabbages." *The Economist*, 25 Jan. 1992, 11.
7. Fessler, Pamela. "Members Look to Bush to Lead On Aid to Ex-Soviet Republics." *CQ Weekly Report*, 28 March 1992, 813.
8. "Flight from the Kremlin." *The Economist*, 31 Aug. 1991, 13.
9. Holden, Ted. "The West Cracks Open its Wallet." *Business Week*, 28 Oct. 1991, 42.
10. "Hunger in CIS." *New York Times*, 22 Jan. 1992, A1.
11. Pasour, E. C., Jr. "Perestroika and the Socialist Calculation Debate." *The Journal of Social, Political, and Economic Studies* 15 (1990): 483-94.
12. Kissinger, Henry. Personal Interview, 3 Feb. 1999.
13. Stead, Deborah, Peter Galuska, and Amy Borrus. "How Long Can Yeltsin Hold it All Together?" *Business Week*, 13 Jan. 1992, 49.
14. Tetlock, Philip E. "Monitoring the Integrative Complexity of American and Soviet Policy Rhetoric: What Can be Learned?" *Journal of Social Issues* 44 (1988): 101-31.
15. Waxman, Laura DeKoven, and Lilia M. Reyes. *A Status Report on Hunger and Homelessness in America's Cities: 1990, A 30-city Survey*. Washington, DC: United States Conference on Mayors, Dec 1990, ERIC ED 335 430.

**Write the exact identifier for each of the sources listed above:** [The numbers are only for identification]

- |                            |                                |
|----------------------------|--------------------------------|
| 1. Becker                  | 9. Holden                      |
| 2. Bailer                  | 10. "Hunger"                   |
| 3. Buckley, "Feeding"      | 11. Pasour                     |
| 4. Buckley, <i>Who's</i>   | 12. Kissinger                  |
| 5. Budianshky and Stanglin | 13. Stead, Galuska, and Borrus |
| 6. "Don't"                 | 14. Tetlock                    |
| 7. Fessler                 | 15. Waxman and Reyes           |
| 8. "Flight"                |                                |

In the following sources, what is the point of credibility you would use in introducing the source in the text of your paper?

1. A recent article in *Business Week*
3. William F. Buckley, noted conservative publisher
7. A report in the *Congressional Quarterly Weekly Report*
11. An article in *The Journal of Social, Political and Economic Studies*
12. Former Secretary of State Dr. Henry Kissinger
15. A report from the United States Conference on Mayors

Resource 16 –5 Instructor's Handout Key

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## *Lesson 17*

# Documentation Forms

## *Lesson Overview*

### **Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction Welcome	Orientation	Student Guide
0:05	Documentation	Lecture	Resource 16-2 Through 16-6 Resource 17-1
0:30	Oral Presentation of Text	Speeches	
1:05	Skeletal Outline	Group Activity	
1:25	Lesson Close	Review, Assign, Work	Student Guide

# *Lesson Introduction*

(5 minutes)

## **Welcome**

*Welcome the students. Open with Scripture and prayer, led by the student who has volunteered for this day. Take attendance.*

## **Scholarly Research Article**

*The first draft is due at this class session. Ask students to get them out and make notes on them during this class session.*

## **Learner Objectives**

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of the lesson, participants will

- Demonstrate proper citation forms in a scholarly paper

# Lesson Body

## Documentation

(25 minutes)

### Principles of Documentation

#### NNU Research Guide

The world of books, professional journals, popular magazines, newspapers, and films is a rich resource for you as a writer. You can also interview experts or the person on the street in order to secure facts or opinion for your paper. These sources and others can strengthen your paper in several ways: by supplying vital facts, by lending credibility, or by expressing ideas more powerfully. You may quote these sources directly or you may summarize their contents, but you must document all material that is not your own.

Documentation is necessary for two reasons: it enables others to follow your path of research for their own scholarly pursuit, and it prevents plagiarism (using others' work as if it were your own).

A body of knowledge is built when a researcher studies the work of other researchers and builds upon it. In order to make this possible, each researcher must carefully document his or her sources. Major medical breakthroughs are often made, for example, after a series of small discoveries made by many scientists, each building upon the work of the others. When you complete your research and write up the results, citing the source completely enough for someone else to find the same material, you become a part of the educational process in the truest sense.

The second reason for documentation is to avoid plagiarism. Unintentional plagiarism sometimes occurs when a writer is unsure of how much to document. When in doubt, it is safer to cite the source.

#### Correct forms of citation – Turabian

Documenting your sources requires two procedures: (1) **citing** the sources of your research in the text of your paper, and (2) **listing** those sources at the end of your paper.

*You may choose to follow a different form. Make sure the students know the form they are to follow. Nazarene Theological Seminary does use Turabian format.*

*Refer students to Resources, 16-2 through 16-6 in the Student Guide.*

Throughout your paper each individual use of another source (whether in direct or indirect quotations or a summary) must be cited. The three common forms of citation are internal citation, endnotes, and footnotes. Internal citation is gaining in popularity because it is efficient and simple, although the other formats also have important uses. The form required for this course is the footnote citation of the *Turabian Style Manual*.

*Turabian* also provides for endnotes and internal citation. It recommends footnotes, which, in this day of computers, are easier to use.

## **Bible Quotes and References**

*Refer students to Resource 17-1.*

When writing for publication in church publications, district newsletters, or professional publications there are some things you need to know about referencing Bible quotations.

You should follow the guidelines given in Resource 17-1.

## **Oral Presentation of Text: Scripture**

(20 minutes)

*Have the students present their oral reading of Scripture texts. Students will not be critiquing each other, but you should take notes and evaluate these presentations.*

## **Skeletal Outlines**

(20 minutes)

*Get the students in small groups to talk through and critique each other's Research Outlines. Go around to the groups to see that each student has completed the rough draft of the article.*

*If you only have a very few students use the extra time for in class work (revision) on their papers.*

# Lesson Close

(5 minutes)

## Review

*Instruct students to locate objectives in the Student Guide.*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Demonstrate proper citation forms in a scholarly paper?

## Assign Homework

*Refer students to Student Guide.*

Continue to work on your Resource Article to revise, improve, and correct. Bring a revised draft to the next lesson.

Technical outline of Speech to Persuade as described on Resource 16-9.

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*Lesson 18***Editing for Effectiveness***Lesson Overview***Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction	Orientation	Student Guide
0:05	Research Article	Group Revision	Resource 18-1 Page 1 and 2
0:50	Format	Lecture	Resource 18-1 Resource 18-2 Resource 18-3 Resource 18-4 Resource 18-5
1:15	Public Speaking	Lecture	Resource 18-7 Resource 18-8
1:25	Lesson Close	Review, Assign	Resource 18-6 Resource 18-9

# *Lesson Introduction*

(5 minutes)

## **Welcome**

*Welcome the students. Open with Scripture and prayer, led by the student who has volunteered for this day. Take attendance.*

## **Learner Objectives**

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of the lesson, participants will

- Utilize a prepared editing guide to improve written drafts of scholarly papers

# Lesson Body

## Research Paper

(45 minutes)

*Refer students to Resource 18-1 (2 pages). Talk through the components of an excellent research article, as described in the guide. Arrange the class into groups of three, not more, and ask them to complete the revision guide as they are accustomed to doing.*

*In the same groups, have the students review each other's Technical Outlines giving suggestions or asking questions.*

## Format

(25 minutes)

*Instruct students to find Resources 18-1 through 18-5 in the Student Guide.*

We are going to get familiar with Turabian's format and use it in preparing our final papers. Nazarene Theological Seminary uses the Turabian Style Manual. I have one here as a reference, but let's look at the overhead and talk about formats for headings, page numbering, and quotations. We've already looked at footnotes and Sources Cited.

## Public Speaking

(10 minutes)

*Review these purposes on Resource 18-7.*

### Speech Purposes

*Review this process on Resource 18-8*

### Process of Getting Ready to Speak

# Lesson Close

(5 minutes)

## Review

*Instruct students to locate objectives in the Student Guide.*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Utilize a prepared editing guide to improve written drafts of scholarly papers?

## Assign Homework

*Look through the Grading Guide Resource 18-6 with the students. Have them turn in that grade with the final draft. While they do not get a "grade" for the class you may choose whether or not to give a grade on this assignment.*

The final copy of your paper is due at the next class lesson. Please also turn in your note cards, your outline, your rough drafts and the editing sheets. Put the final copy on the top.

Speech to Persuade will be delivered, as described on Resource 16-9, at the next lesson

*Refer students to the newsletter assignment, Resource 18-9 and talk through it.*

Begin thinking ahead about what you'd like to include in your newsletter. Refer to Resource 18-9.

## Look Ahead

*Have a large variety of church newsletters for the next lesson.*

*You also need a supply of listener response forms, Resource 6-5.*

## *Lesson 19*

# Church Newsletters

## *Lesson Overview*

### **Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction	Orientation	Student Guide
0:05	Church Newsletters	Lecture/Discussion	Newsletters
0:25	Speech to Persuade	Speeches	Resource 6-4 Resource 6-5
1:25	Lesson Close	Review, Assign	Student Guide

# *Lesson Introduction*

(15 minutes)

## **Welcome**

*Welcome the students. Open with Scripture and prayer, led by the student who has volunteered for this day. Take attendance.*

## **Learner Objectives**

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of the lesson, participants will

- Analyze church newsletters to determine purpose, component sections, and effectiveness

# Lesson Body

## Research Articles

Please turn in your research articles with drafts, note cards, and editing sheets.

## Church Newsletters

(20 minutes)

Refer students to Resource 19-1.

Under the title "Purposes" make a list on the board or on an overhead as the students make suggestions. Some ideas might be these:

- To get more people involved in the activities of the church
- To inform church people, present and absent, about church life
- To thank volunteers
- To increase giving for world mission, building fund, other church needs
- To help the church members know each other better.

Again, make a list on the board as students brainstorm. Some might be these:

- Announcing upcoming church events (children, teen, adult, or whole church)
- Reporting on past church events
- Providing a monthly calendar
- Spotlighting next Sunday services
- Promoting offering
- Including regular features on individuals in the church
- Providing an inspirational essay

Check with the U.S. Postal Service for current postal rates.

Collect a number of newsletters from a variety of churches, large and small.

Spend 10 minutes looking at them, and discussing what you see.

### Purpose

In any given week, fewer than half of the church people may attend the Sunday services. Sending a monthly, bi-weekly, or weekly newsletter into each home can be an effective tool of communication. *What are some of the things you can accomplish with a church newsletter?*

### Types of Sections

*Based on our purposes, what sections could we include in a newsletter?*

### Examples

A church must send out 200 identical pieces to qualify for bulk rate mailing. The cost for bulk rate, 3<sup>rd</sup> class mailing is .142 cents a piece, or \$28.40 for 200 pieces.

Let's look through these newsletters and make notes of what we like, both in layout and in content.

## **Public Speaking: Speech to Persuade**

(60 minutes)

*Distribute the listener response forms, and then call on the students in the order you have selected. Wait 2-3 minutes between each speaker to allow time for students to complete their responses. Collect responses and synthesize them to give to each speaker at the next session.*

# Lesson Close

(5 minutes)

## Review

*Instruct students to locate objectives in the Student Guide.*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Analyze church newsletters to determine purpose, component sections, and effectiveness?

## Assign Homework

*Refer students to Resource 18-9 in the Student Guide.*

Church Newsletter as described in Resource 18-9

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## *Lesson 20*

# Final Activities

## *Lesson Overview*

### **Schedule**

Start Time	Task or Topic	Learning Activity	Materials Needed
0:00	Lesson Introduction Welcome	Orientation	Student Guide
0:05	Newsletters	Sharing	
0:30	Final Review	Group Discussion	Resource 20-1
1:10	Lesson Close	Review, Pray	Student Guide

# *Lesson Introduction*

(5 minutes)

## **Welcome**

*Welcome the students. Open with Scripture and prayer, led by the student who has volunteered for this day. Take attendance.*

## **Learner Objectives**

*Instruct students to locate objectives in the Student Guide.*

*Restating the objectives for the learners serves as an advanced organizer for the lesson and alerts learners to key information and concepts.*

At the end of the lesson, participants will

- Develop a list of ideas to enhance communication within church newsletters
- Review and synthesize the content and techniques learned in the module

# Lesson Body

## Newsletters

(25 minutes)

*Sit in a circle and pass the students' newsletters around so they may study the layout and content of each other's work.*

*If possible, make photocopies of each newsletter for everyone in the course. It may be necessary to mail them after the course ends.*

Let's arrange our chairs in a circle so we can look at the newsletters.

## Speeches

*Complete any speeches you didn't have time for in Lesson 19.*

## Final Review

(40 minutes)

*Challenge the students to find the answers in their Student Guides and not just guess or let one person give all the answers. In the Instructor Resources are two copies of the "Final" Resource 20-1, without answers and Resource 20-2 with the answers.*

Find Resource 20-1 in your Student Guide. This is titled "Final Examination" but we are going to work on it as a class. Throughout this class we have learned from each other and been challenged by each other to do better. So in this final task we will work together.

## *Lesson Close*

(20 minutes)

### **Review**

*Instruct students to locate objectives in the Student Guide.*

As a way of review, look at the learner objectives we stated at the beginning of this lesson. Can you

- Develop a list of ideas to enhance communication within church newsletters?
- Review and synthesize the content and techniques learned in the module?

### **Prayer**

For our final activity, I want us to gather around in a circle and spend the rest of the time praying for each other.

# Communicating with Spoken and Written Language

## Instructor's Key

### FINAL EXAMINATION

A. *MATCHING. Place the letter of the best answer in the blank next to the correct description or definition. No letter will be used more than once; some letters will not be used.*

- |   |                              |
|---|------------------------------|
| a. adding specific details              | o. logical organization      |
| b. audience and purpose                 | p. noise                     |
| c. be                                   | q. passive voice             |
| d. carbon copy                          | r. public communication      |
| e. channel                              | s. situation                 |
| f. climactic organization               | t. small group communication |
| g. courtesy copy                        | u. source                    |
| h. due date of the communication        | v. speaker's outline         |
| i. essay                                | w. speeches to inform        |
| j. exposition                           | x. speeches to persuade      |
| k. feedback                             | y. technical outline         |
| l. interpersonal communication          | z. thesis                    |
| m. inverted pyramid                     | aa. using colorful words     |
| n. length of the communication required |                              |

- \_\_\_ **T** 1. Communication which involves three or more senders and receivers.
- \_\_\_ **R** 2. Communication which involves one sender and many receivers.
- \_\_\_ **B** 3. A writer's decisions should be guided primarily by \_\_\_.
- \_\_\_ **E** 4. The medium of message sending.
- \_\_\_ **K** 5. Evaluation, usually the immediate nonverbal and verbal reaction from the audience, is called \_\_\_.
- \_\_\_ **P** 6. When a person makes an oral presentation, external and internal distraction is called \_\_\_.
- \_\_\_ **S** 7. The context of the message and the physical site of a speech is called the \_\_\_.
- \_\_\_ **A** 8. \_\_\_ is the most effective way to make a piece of writing come alive.
- \_\_\_ **I** 9. A short piece of discourse on a single topic, usually expressing the views of the author.
- \_\_\_ **Z** 10. A single sentence which expresses the main idea of a piece of discourse.

- C   11. The least colorful verb in English.
- F   12. When the points of an essay are arranged with the most effective point at the end, it is organized with \_\_\_\_.
- G   13. The "Cc" at the end of a letter now stands for \_\_\_\_.
- W   14. Speeches to provide clear understanding through cognitive learning by clarifying a process or concept are called \_\_\_\_.
- M   15. The organization of most straight news stories (which begins with the most important information and doesn't build to a climax) is called \_\_\_\_.
- V   16. This kind of outline contains key words and phrases, with only an occasional full sentence.

B. *TRUE/FALSE. Identify the statements below as "T" (completely true) or "F" (false).*

- T   17. Although writing involves specific steps, the steps are interactive and recursive.
- F   18. In public speaking, the Transactional Model is a straight-line movement from the source to the receiver, with no recursiveness.
- T   19. Both speakers and listeners have mutual rights and responsibilities.
- F   20. Specific examples and details are good transitions in writing; general statements make the writing more interesting and effective.
- F   21. In the closing of a letter, capitalize the first letter of all the words ("Yours Truly," for example).
- T   22. The "central idea" or "claim" in a speech needs to be worded in a complete sentence and as a statement of fact, not a question.
- F   23. All speeches need to be organized in sequential order, moving in either a time sequence or spatial order.
- F   24. First person can be used in "hard" or "straight" news if the writer is careful to be objective.
- T   25. Straight news writing (short words, short sentences, and short paragraphs) can be vigorous and compelling.
- F   26. A good news lead answers Who? What? When? Where? How? and Why?

- F 27. Chewing gum or sucking on a candy is a good idea when you deliver a speech because it keeps your throat moist.
- T 28. A speaker should not try to hide his or her note cards in any way.
- T 29. In order to appear fair and knowledgeable in a written argument, the writer must present the best ideas of the opposition.
- T 30. In research, paper indexes are more complete than computer indexes.
- F 31. In research, paper indexes are more current and also allow us to conduct a more complex search, linking two subjects, for example.
- T 32. Unless there is a reason not to, researchers should introduce their sources in the text of the paper, also identifying the sources' authority.
- F 33. An organizational plan is necessary for the writer/speaker, but isn't very helpful from the reader's/listener's point of view.

C. *SHORT ANSWER. Please fill in the words which best complete the following sentences, according to the class notes.*

34. The three major steps of the writing process are PREWRITING, DRAFTING, and REVISION. [3 points]
35. A business letter can be formal or informal; with adults it is safer to be FORMAL.
36. For the salutation of a business letter, it is important to know the SPELLING of the name, and the GENDER of the person. [2 points]
37. Name two of the four essential features of informative speeches: CLARITY, ASSOCIATION, COHERENCE, MOTIVATION (ANY TWO). [2 points]
38. When people research assembly-line fashion, they record everything they find about their subjects in the indexes. This is called MASTER LIST OF SOURCES.

D. *SHORT ESSAY QUESTIONS. Select three of the following questions to answer. Respond to each one in a well-developed paragraph.* [10 points each]

39. Identify and explain the reasons for documentation in a research article.

**[PROVIDES CREDIBILITY, HELPS OTHER RESEARCHERS, AVOIDS PLAGIARISM]**

40. Discuss the important components of a eulogy given by a pastor. What should be the focus? What should be included? What should be avoided?

**[FOCUS=THE DECEASED PERSON. See lecture notes for what should be included/avoided.]**

41. List, define, and explain the different levels of revision.

**[DEEP CONTENT REVISION, DEVELOPING IDEAS, EDITING SURFACE ERRORS...See lecture notes.]**

42. Identify and explain the principles used in selecting a topic for a speech.

**[INTERESTING TO YOU, INTERESTING TO YOUR AUDIENCE, APPROPRIATE TO THE OCCASION]**

43. List and explain the advantages of narrowing your speech topic.

**[TO FIT TIME FRAME, TO FIT AUDIENCE'S EXPECTATIONS AND COMPREHENSION, TO PROVIDE TIGHTER ORGANIZATION AND MAKE IT MORE COMPELLING]**