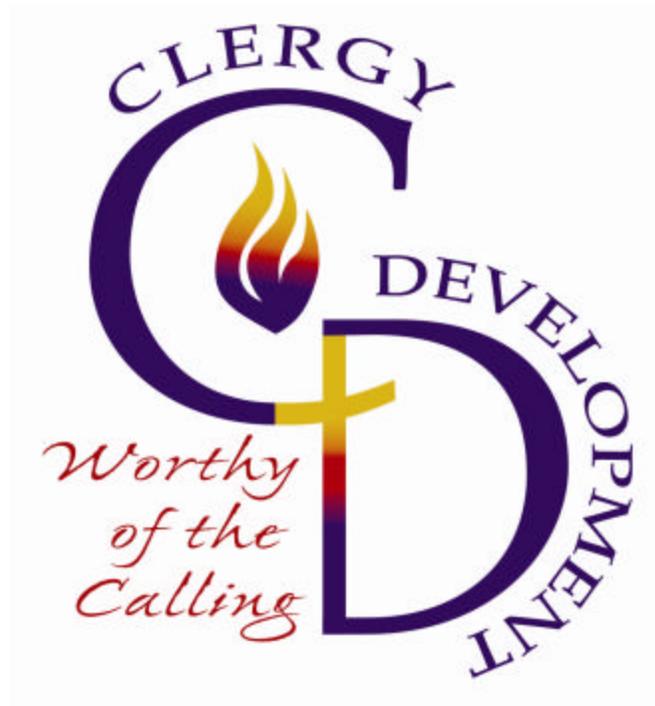


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Student Guide

# 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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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.

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## 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.

## 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 no 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 Merilyn 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..

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# Syllabus

## Communicating with Spoken and Written Language

**Educational Institution, Setting or Educational Provider:**

**Location of the Course:**

**Course Dates:**

**Name of the Instructor:**

**Instructor's Address, Telephone, and E-mail Address:**

### **Module Vision Statement:**

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.

### **Educational Assumptions**

1. The work of the Holy Spirit is essential to any process of Christian education at any level. We will consistently request and expect the Spirit's presence within and among us.
2. Christian teaching and learning is best done in the context of community (people being and working together). Community is the gift of the Spirit but may be enhanced or hindered by human effort. Communities have common values, stories, practices, and goals. Explicit effort will be invested to enhance community within the class. Group work will take place in every lesson.

3. Every adult student has knowledge and experiences to contribute to the class. We learn not only from the instructor and the reading assignments, but also from each other. Each student is valued not only as a learner but also as a teacher. That is one reason so many exercises in this course are cooperative and collaborative in nature.
4. Journaling is an ideal way to bring theory and practice together as students synthesize the principles and content of the lessons with their own experiences, preferences, and ideas.

## Outcome Statements

This module contributes to the development of the following abilities as defined in the *U.S. Sourcebook for Ministerial Development*.

### PROGRAM OUTCOMES

- 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

## Recommended Reading

## Course Requirements

1. **Class attendance, attention, and participation** are especially important. Students are responsible for **all** assignments and in-class work. Much of the work in this course is small-group work. Cooperative, small-group work cannot be made

up. That makes attendance imperative. Even if one does extra reading or writing, the values of discussion, dialogue, and learning from each other are thwarted. If one lesson is missed, the instructor will require extra work before completion can be acknowledged. If two or more classes are missed, the student will be required to repeat the whole module.

**Small-Group Work.** Nothing is more important in this course than small-group work. The class members will be assigned to groups of two to four students each. The group members will serve as study partners for explorations and discussion.

## 2. Assignments

**Daily Work:** This module has regular homework assignments. It is called daily work because even though the class may only meet once a week, the student should be working on the module on a “daily” basis. Sometimes the homework assignments are quite heavy. The assignments are important. Even if homework is not discussed in class every session, the work is to be handed in. This gives the instructor regular information about the student’s progress in the course. The normal time for homework to be handed in is at the beginning of each class session. **All** assignments are to be completed.

**Writing**—Students will complete 7 major writing assignments, 5 of them requiring multiple drafts. The writing tasks are ministry-based and develop from informal to formal, from personal to persuasive, and from creative to exposition to scholarly research. These include

- Introduction article
- Communication autobiography
- Pastoral letters
- News stories
- Devotional essay
- Researched scholarly article
- Church newsletter

**Speaking**—Students will prepare and deliver four major speeches during the course. For two of them (Speech to Entertain and Speech to Persuade), students will complete a response sheet on the other students’ presentations. Speeches include

- Oral introduction
- Speech to inform: eulogy
- Speech to entertain: banquet speech
- Oral presentation of text: Scripture
- Speech to persuade

In this module there will be many assignments where you will be given a grade so that you can know how your work is measuring up to the standards of an academic English assignment. However, for this module like the other modules in the Modular Course of Study, a grade will not be assigned at the completion of the course. The successful completion of the course is dependant on the accomplishment of the ability statements along with attendance, participation, and completion of the assignments.

## Course Outline and Schedule

The class will meet for 30 hours according to the following schedule:

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

## Course Evaluation

The instructor, the course itself, and the student's progress will be evaluated. These evaluations will be made in several ways.

The progress of students will be evaluated with an eye for enhancing the learning experience by:

1. Carefully observing the small-group work, noting the competence of reports, the balance of discussion, the quality of the relationships, the cooperation level, and the achievement of assigned tasks
2. Careful reading of homework assignments
3. Completion of all homework assignments
4. Journal checks

The course materials and the teacher will be evaluated by frequently asking and discussing the effectiveness and relevance of a certain method, experience, story, lecture, or other activity.

Some evaluation cannot be made during the class itself. Some objectives will not be measurable for years to come. If students encounter the transforming power of God at deeper levels than ever before, learn devotional skills and practice them with discipline, and incorporate the best of this course into their own ministries, the fruit of this educational endeavor could go on for a long time. In truth, that is what we expect.

## **Additional Information**

A reasonable effort to assist every student will be made. Any student who has handicaps, learning disabilities, or other conditions that make the achievement of the class requirements exceedingly difficult should make an appointment with the instructor as soon as possible to see what special arrangements can be made. Any student who is having trouble understanding the assignments, lectures, or other learning activities should talk to the instructor to see what can be done to help.

## **Instructor's Availability**

Good faith efforts to serve the students both in and beyond the classroom will be made.

## **Sources Consulted**

### **Reference Books**

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# Lesson 1: Introductions: Telling Stories

## Due this Lesson

None

## Learner Objectives

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 oral and written communication in their role as minister
- Describe the steps in the writing process

## Homework Assignments

A brief Written Introduction as described in Resource 1-5

A Communication Autobiography as described in Resource 1-6

First draft due next lesson

Revised draft due lesson 3

Final draft due lesson 4

Read through the Syllabus

## TYPES OF COMMUNICATION

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

## STAGE FRIGHT

### *What the Audience sees:*

#### **Language**

Slips in grammar  
Awkward phrasing  
Omission of details

#### **Voice**

Rapid rate  
Mumbling  
Quavering  
Poor vocal quality  
Little or no effort to use variety

#### **Body movement**

Tense posture  
Script held low  
Hiding behind the script  
Few facial expressions  
Little animation or unclear movement

## STAGE FRIGHT

***Two questions to consider:***

1. To whom am I directing my presentational energy?	
To myself?	(-)
To a specific person?	(+/-)
To my audience as a whole?	(+)
2. On what am I focusing my energy?	
On my distracting inadequacies?	(-)
On my attractive adequacies?	(+)
On the intricacies of the work at hand?	(+)
On the re-creation of an "event" in literature?	(+)

## The Writing Process

1. The steps are distinct and identifiable.
2. The writing steps are interactive.
3. The steps are usually identified as:
  - prewriting
  - drafting
  - revision

*The implications of this process:*

- Allow time for the writing.
- Learn the specific skills for each step.
- Plan on more than one draft.

## Brief Written Introduction

You are writing a one- or two-paragraph article for your district church paper, introducing the speaker for the next Lay Retreat (your “introduction partner”). From the information you gathered, please write a one- or two-paragraph introduction of that person. You may create the date and place of the Retreat and the speaker’s subject, but please introduce the person as accurately as you can, keeping in mind the audience for which you’re writing (lay people on your district who may not know either you or the speaker you’re introducing).

Carefully edit your paragraphs to eliminate spelling, punctuation, and word usage errors. Of course, the most important thing is to have your facts straight; double-check facts and quotations with your source.

Due date

## Communication Autobiography

Please write two or three pages that tell the story of your experience as a writer and speaker. Perhaps you could begin with a brief introduction of yourself and how you feel about writing and speaking. You might divide the rest of the paper into two sections: writing and speaking. One paragraph could describe what courses you have had in school. You may want to write about your teachers, good or not-so-good. It would be helpful and interesting if you described the communication experiences you've had in ministry. To conclude, please discuss your strengths and weaknesses, and describe what you'd like to accomplish in both writing and speaking during this course.

The above suggestions may trigger some ideas for you. You have the freedom to organize the ideas to suit your own purposes best. This paper will not be graded; I am reading it primarily for information. You will get points for doing it, of course. So please work on **content** more than on spelling, punctuation, or correctness matters (as important as those are in paving the road for your readers).

A draft is due \_\_\_\_\_. We will work on revising this draft during that class period.

The final draft of the paper is due at class time \_\_\_\_\_. It would help me if you would use the following as a heading in the upper right hand corner:

Your Name  
Course Name  
The Due Date

A Title Would Be Nice

You do not need to type, but please be sure your paper is readable.

## **Lesson 2: Knowing Your Audience, Using Details**

### **Due this Lesson**

Brief Written Introduction  
Communication Autobiography (first draft)  
Familiar with Syllabus

### **Learner Objectives**

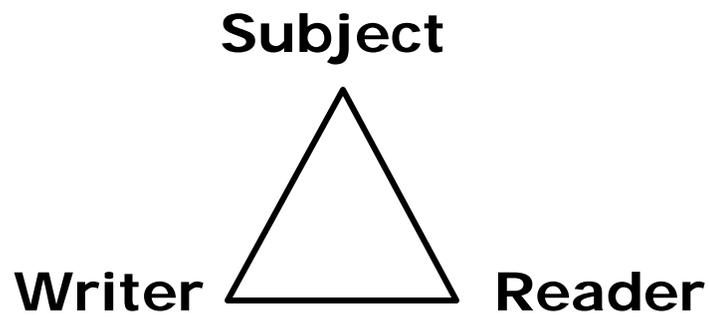
At the end of this lesson, participants will

- 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

### **Homework Assignments**

Revise and edit your Communication Autobiography (adding illustrations and details) and bring the first and new draft to class

## The Communication Triangle



**I**

informer  
narrator  
transmitter  
somebody  
speaker

**You**

informed  
auditor  
receiver  
somebody else  
listener

**It**

information  
story  
message  
something  
subject

## Writer to Reader

### Development of Distance<sup>1</sup>

from James Moffett

#### *Progression of Speaker-Audience Relationship*

- |  |                     |
|--|---------------------|
| 1. Thinking to oneself                     | Inner verbalization |
| 2. Speaking to another person face to face | Outer vocalization  |
| 3. Writing to a known party                | Informal writing    |
| 4. Writing to a mass, anonymous audience   | Publication         |

### Writing Distance Affects Choices

Word choice	Diction, vocabulary
Writing style	Paragraphing
Punctuation and usage	Logic

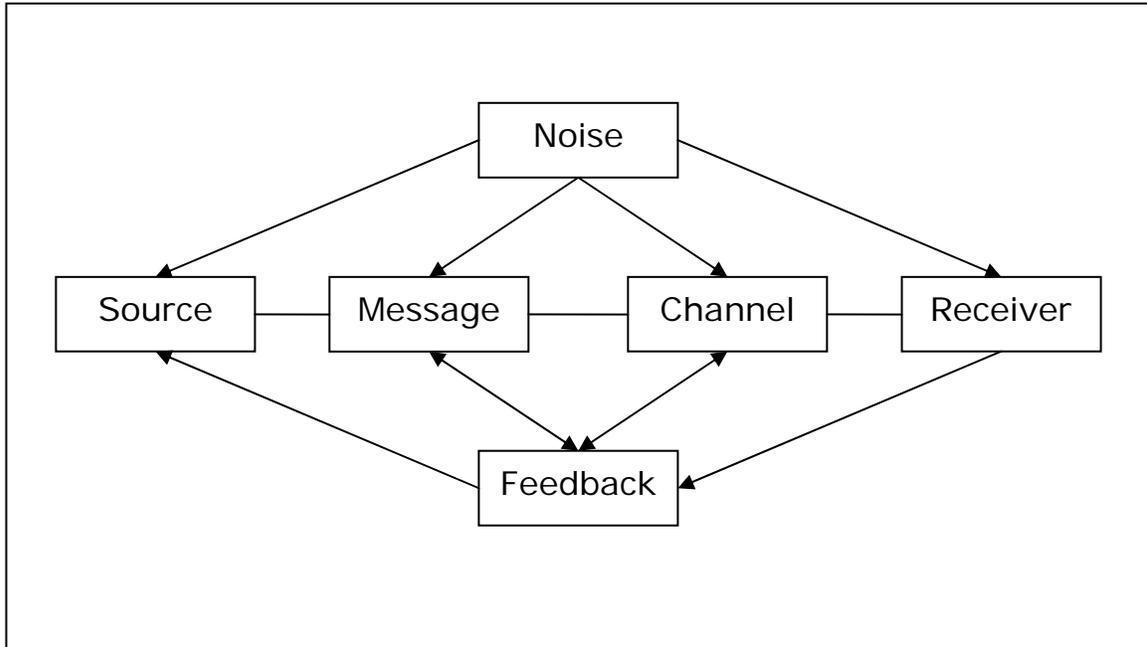
## Writer to Subject

### Development of Writing Modes<sup>2</sup>

from James Moffett

What's happening?	a drama	record
What happened?	a narrative	report
What happens?	an exposition	generalize
What will, may, or could happen?	an argument	theorize

## Situation



## Details in Writing

I had some bad experiences in grade school and felt like a loser. But in the sixth grade, everything changed for the better. I learned to love school.

**I had some bad experiences in grade school and felt like a loser.** My fourth grade teacher, Mrs. Campbell, was very strict and spoke meanly to us. I was frightened, shy, and awkward, although I tended to “visit with my neighbor,” a girlfriend from my block. One day she scolded me for talking and made me stay after school writing “I will not talk to my neighbor” 500 times. She left me there alone, until my mother found me at 5:00, still writing.

**But in the sixth grade, everything changed for the better.** A transfer to another grade school put me in Mrs. Hendricks’ classroom. She was the first happy teacher I had. She liked all of us, and she let me know she considered me a smart student. I was amazed, but I rose to the occasion. I worked hard on my writing and homework. Her constant praise drove me to become better and better. I learned to love school, and even myself.

## **Editing Guide:<sup>3</sup>** **COMMUNICATION AUTOBIOGRAPHY**

### **IN CLASS**

#### **\*\*To the Writer:**

1. Read your essay to your partner; have a pencil in your hand.
2. Put a check in the margin if you stop to explain something to your partner.
3. Put a question mark in the margin if your partner asks you a question. Remember the importance of specific examples and details.

#### **\*\*To the Listener:**

1. Listen carefully as the essay is being read to you; try to follow the ideas and picture the things described. Do you hear a thesis statement (an umbrella sentence)?
2. Listen for a clear transition sentence at the beginning of each paragraph. Does this sentence state what the topic of that paragraph is?
3. During the reading, ask the questions that come to your mind:
  - \* What do you mean?
  - \* How did that happen?
  - \* Who was that?
  - \* How did you feel?
  - \* What does that look like?

The writer needs to know about the questions that come to you. If something confuses you, it will confuse any other reader.

### **LATER, AS YOU REVISE YOUR OWN PAPER:**

1. If you had to explain something or if your listener had questions, that information should be written into your essay.
2. Look at each paragraph. Is there focus (one idea which holds the paragraph together) and is the focus on your writing and speaking? Have you included specific details? Details which convey sight, sound, smell, taste, and touch? Illustrations? Have you adequately explained and developed each paragraph?
3. Add, delete, and reorder until you are very happy with the content. Then recopy it.
4. Bring a final draft to the next class session.

## **Lesson 3: Revision Strategies**

### **Due this Lesson**

First and revision drafts of Communication Autobiography

### **Learner Objectives**

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

### **Homework Assignments**

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

## Three Writing Terms

### **Essay:**

*A short piece of discourse (writing) on a single topic, usually expressing the views of the writer.*

### **Exposition:**

*A 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 which states the main idea of the piece of discourse (essay, article, book, etc.). It is a helpful guide to the reader, in the introduction, in the conclusion, or in both.*

**How to get from *here* to *there* . . .**  
**The *writer* . . . gets the *message* . . . to the**  
***reader***

A. Develop strategies for ***pre-writing***

B. Develop strategies for ***composing***

C. Develop strategies for ***revising***

1. Look at a piece ***globally***
  - Does the whole piece of discourse focus on one idea?
2. Develop and order the ***paragraphs***
  - Do the paragraphs flow logically in order?
  - Does each paragraph begin with a transitional sentence?  
And conclude with a summing up?
  - Does each paragraph include explanations, illustrations, examples?
3. Test each ***sentence*** for effectiveness:
  - Can the sentence be tightened up? Can I eliminate some prepositional phrases?
  - Can two or more sentences be combined?
  - Do the sentences vary in length?
4. Study your diction (*word choice*)
  - active verbs, precise nouns, effective repetition
5. Edit the final draft for *punctuation, grammar, and spelling*.

## Effective Revising

The most colorless verb in English: \_\_\_\_\_

The most commonly used verb in English: \_\_\_\_\_

Colorful verbs can be overdone

*Songbirds trilled out my window, vines curled at the eaves, and spring drenched the day with gladness.*

*The train slammed to a stop in the station. Steam vomited from all apertures. Passengers gushed through the barriers and hurtled into the night.*

Let's analyze how well each author uses verbs

The service shall be delivered in the following manner: Immediately before commencing to serve, the Server shall stand with both feet at rest behind the base line, and within the imaginary continuation of the center mark and side line of the singles court. The Receiver may stand wherever he pleases behind the service line on his own side of the net. The Server shall then throw the ball into the air and strike it with his racket before it hits the ground. Delivery shall be deemed complete at the moment the racket strikes the ball.

—"How Service is Delivered," *Official Tennis Rules*

A machine gun lashed at him from across the river, and he ducked in his hole. In the darkness, it spat a vindictive white light like an acetylene torch, and its sound was terrifying. Croft was holding himself together by the force of his will. He pressed the trigger of his gun, and it leaped and bucked under his hand. The tracers spewed wildly into the jungle on the other side of the river.

—Norman Mailer, *The Naked and the Dead*

When it comes to the actual methods of consumption, asparagus eaters seem to be roughly divided into two groups. There are those who assume a crouching position and attack the vegetable with knives and forks. Lined up against this faction are those who believe the only way to eat asparagus is to throw back the head, grasp the stalk between thumb and forefinger, and lower it slowly into the mouth, chewing steadily.

—Diane White, "The Noble Asparagus," *The Boston Globe*

## **ORGANIZATION and DEVELOPMENT**

### **A. Focus**

Focus is expressed in a thesis statement

Topic/Main Idea

- Home computers are fast becoming affordable.
- Home computers can organize family finances.
- Allowing teenagers to work in the fields is profitable both for the farmer and for the teenager.
- Redfish Lake is the best vacation spot in Idaho.

topic + the main idea = the thesis statement

### **B. Organization**

Clarified by transition sentences (reminders)

### **C. Paragraph development**

- state the idea
- explain it
- illustrate it

## Revision Guide:<sup>4</sup>

### COMMUNICATION AUTOBIOGRAPHY

Writer's Name

Group Members

1. Discuss the **focus** of the paper. Is there a specific **thesis statement** that clarifies what the focus is? *[A scribe should make notes here for the writer.]*
  
2. Discuss the **introduction**. Does it lay an adequate foundation upon which the rest of the paper can be built? Does it build toward the thesis statement? *[A scribe should make notes here for the writer.]*
  
3. Discuss the **organization**. Is there a logical flow to the ideas (paragraphs)? Does each paragraph (after the introductory paragraph) begin with a transitional sentence which identifies the topic of that paragraph and shows how it is connected to the whole? *[A scribe should make notes here for the writer.]*
  
4. Look at the **development** of each paragraph. Is the idea of each paragraph stated, explained, and illustrated? Note specific places where further explanation or illustration is needed. *[A scribe should make notes here for the writer.]*

## Communication Autobiography: GRADING GUIDE<sup>5</sup>

Writer \_\_\_\_\_

Title \_\_\_\_\_

Commendation: \_\_\_\_\_

### INTRODUCTION:

- |  |  |  |
|--|--|--|
| ( ) compelling introduction which introduces the writer and leads to a clearly stated main idea, concise & parallel in structure | ( ) an interesting intro which presents the writer and leads to a well-written statement of central purpose. | ( ) introduction is weak or missing; the main idea is not clear or expressed in a well-constructed sentence. |
|--|--|--|

### DEVELOPMENT:

- |  |  |  |
|--|--|--|
| ( ) told in logical sequence with excellent transitions; paragraphs are fully developed. Extremely effective organization. | ( ) Good organization plan. Easy to follow. Paragraphs are well-developed. Transitions are adequate. | ( ) poorly organized; difficult to follow; points are not fully developed or related back to the main idea; missing transitions. |
| ( ) the writer's strengths and weaknesses as a writer/speaker are fully explained and analyzed.                            | ( ) the writer's strengths and weaknesses are identified and described with some analysis.           | ( ) the writer's strengths and weaknesses are not clearly identified; analysis is weak or missing.                               |
| ( ) conclusion interprets the evidence and drives home the truth of the thesis.  | ( ) conclusion restates the main points and reaffirms the truth of the thesis.                       | ( ) conclusion is weak or missing; paper just stops after final point.   |
| ( ) details are interesting, specific, and vivid.  | ( ) details are adequate to make the ideas clear.  | ( ) details are inadequate or inappropriate.   |

### STYLE:

- |  |  |  |
|--|--|--|
| ( ) word choices are original, apt, delightful.              | ( ) word choices are mostly accurate; a few clichés.           | ( ) several unclear or incorrect word choices; many clichés. |
| ( ) sentences are very smooth, economical, varied, emphatic. | ( ) sentences reasonably smooth, economical, varied, emphatic. | ( ) sentences awkward or wordy, some fragments or run-ons.   |

### CONVENTIONS:

- |                                 |  |  |
|---------------------------------|--|--|
| ( ) totally correct grammar.    | ( ) a few grammatical errors, but not too distracting. | ( ) distracting errors—serious or frequent.            |
| ( ) totally correct spelling    | ( ) a few spelling errors, but not too distracting     | ( ) distracting spelling errors—serious or frequent.   |
| ( ) totally correct punctuation | ( ) a few punctuation errors, but not too distracting  | ( ) distracting punctuation errors—serious or frequent |

GRADE \_\_\_\_\_ Grade is based on the general quality of the writing, determined in part by a comparison of this paper with the other papers for this assignment.

## **Lesson 4: Letters That Work, Part 1**

### **Due this Lesson**

All drafts and editing sheets for Communication Autobiography

### **Learner Objectives**

At the end of this lesson, participants will

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

### **Homework Assignments**

First drafts of all three Pastoral Letters as described in Resource 4-2. Final drafts due lesson 6.

## Effective Letter Writing

1. The salutation:

*Dear Mr. Doe,  
Dear Mrs. Smith,*

2. The body of the letter:

*Orient the reader . . . identify yourself  
Provide details and reasons  
Conclude with an action statement and a positive closing*

3. Closing information:

*Yours truly,  
Sincerely,  
Best regards,  
Your complete name 4 lines below*

*P.S. = Postscript  
Enc. = Enclosure  
Cc = Courtesy copy  
Bcc = Blind courtesy copy*

## Pastoral Letters

1. Several types of follow-up are appropriate after a person comes to church for the first time. One of them is a letter from the pastor. Please write a basic form letter which you could use for a guide. It might be wise to include a couple of optional paragraphs: one for local visitors and one for out-of-town visitors. If you can think of ways to personalize letters, include those ideas.
2. A pastor must often conduct church business through the mail (e.g., requests from the city—planning and zoning, water district, city council—or state. Your church board has talked about remodeling a house next to your property into overflow Sunday school classes for primary classes. Please write to the city Planning and Zoning Commission requesting a variance from the codes for the neighborhood. Explain the extent of the remodeling, the use of the proposed remodeled house, and the steps you will take to blend into the neighborhood.
3. Your regional Nazarene college or university has sent a request for you to write a pastoral recommendation for one of your young people who has applied for admission. Please select an actual young person you know (change the name) and write the letter to your regional college/university.

The final drafts of these letters are due \_\_\_\_\_

## **Steps in Planning, Preparing, and Presenting a Speech**

1. Select and Narrow the Topic
2. Determine the Purpose
  - General Purpose
  - Specific Purpose
  - State the Central Idea
  - Divide the Central Idea into 2-4 main points
  - Determine the arrangement according to purpose
3. Analyze the Audience and the Occasion
4. Gather your Material
  - Research for facts, illustrations, examples, statistics, etc.
  - Prepare your Bibliography
5. Make an Outline
  - Outline the body of the speech
  - Determine transitions
  - Decide wording, and rewrite where necessary
  - Prepare introduction
  - Prepare conclusion
  - Identify topic, general purpose, specific purposes, and Central Idea or Claim
6. Practice
  - Develop vocal qualities which complement message
  - Develop nonverbal cues and body movements which enhance the message
7. Deliver the Speech
  - With self confidence
  - With an understanding of the feedback through interaction with your audience

## Selecting a Topic

1. A subject you are interested in or committed to
  
2. A subject that will interest your audience:
  - A. Affects their health, happiness, security, prosperity, etc.
  - B. Offers a solution to a recognized problem
  - C. Is surrounded by controversy or conflict
  
3. A topic appropriate to the occasion
  - A. A season of the year
  - B. The reason for the gathering
  - C. Common needs or interests

[Check with the host or organizer for appropriateness of your selection.]

## **Narrowing Your Topic**

1. Narrow it so it can be discussed adequately within your time frame
2. Fit the subject to the audience comprehension level
3. Meet the specific expectations of your audience.

### **Benefits of a Narrow Topic:**

- \*\* Your speech will be more compelling and tightly organized.
- \*\* You can more fully explain your ideas and avoid generalizations.
- \*\* Your narrowed subject will have greater interest: illustrations, facts, statistics, testimony, etc.

## **Lesson 5: Letters that Work, Part 2**

### **Due this Lesson**

First drafts of three Pastoral Letters

### **Learner Objectives**

At the end of this lesson, participants will

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

### **Homework Assignments**

Final drafts of the three Pastoral Letters as described in Resource 4-2

***Eastside Church of the Nazarene***

42 West Main Street  
Salem, Montana 78910

June 8, 2001

Lonford C. Williams  
Salem City Council  
PO Box 123  
Salem, Montana 78910

Dear Mr. Williams:

Three months ago the Eastside Church of the Nazarene, of which I am the pastor, applied to the City Council for a permit to add a new wing to our building. We have not yet received permission to build, nor has the case been brought to the City Council.

We have been working with the zoning agency for the past year and have completed all the environmental impact statements. Our architectural plans were approved six months ago. In addition, we have met with the homeowners in our neighborhood, presented our plans, and adapted the off-street parking and landscaping to accommodate their wishes. Their approval statement, along with all the other documents mentioned above, was submitted to your Council in early March.

Our church has been raising money for three years, but groundbreaking has been delayed until we receive permission to build from the Salem City Council. Would you please place this item on the agenda for next week's meeting and encourage its adoption?

I have appreciated working with you for the betterment of our community.

Yours truly,

Pat Michael, Pastor

***Eastside Church of the Nazarene***

42 West Main Street  
Salem, Montana 78910

April 5, 2001

Gabriel C. Angelos  
Nazarene Theological Seminary  
1700 E. Meyer Blvd.  
Kansas City, Missouri 64131

Dear Gabriel:

It was a pleasure to visit with you during the recent evangelism conference in Denver. I told you at the time that our church was exploring the possibility of adding a church staff member this fall. At our Church Board meeting last night, the Administrative Committee voted to open the search for an associate pastor with primary responsibility in Christian education and ministry to children and their parents.

The spiritual renewal with which the Lord has blessed us has brought unprecedented growth, particularly in the young adult area. This has brought with it two problems: these new Christians need careful discipleship, and their children need the attention of a pastor who understands and loves them, and who also has been trained in leading them.

I would like to invite you to pray about the opportunity of joining our ministry here in Salem. If you sense the Lord's leading, would you please send me your resume and ask the Seminary to forward us your transcript? I would like to nominate you as our candidate to our Administrative Committee at the June 2 board meeting.

I hope your studies at Seminary are progressing well and that your graduation this May is on schedule. Blessings on you as you seek the Lord's guidance.

Yours sincerely,

Pat Michael, Pastor

## The Purpose of the Speech

### General Purposes

1. **To inform**—Reports, lectures, demonstrations  
To provide clear understanding through cognitive learning by clarifying a process or a concept.
2. **To entertain**—After-dinner speeches, club meetings, reunions  
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 also recommend action, or behavior changes.

## Specific Purposes

**Public**—a finely tuned statement of what a speaker wants his or her audience to do, feel, or know after hearing the speech.

**Private**—a long-range goal, personal accomplishments, etc.

## **SPEECH TO INFORM**

- A. The speech of definition
- B. Instruction-demonstration speeches:
  - 1. Instruction Speeches
  - 2. Demonstration Speeches
  - 3. Oral Reports
  - 4. Lectures

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

- 1. Clarity –
  - A. Organizational clarity?
  - B. Wording clarity?
- 2. Associations –
  - A. Know your audience
  - B. Use examples they can relate to
  - C. Focus your wording toward them
- 3. Coherence – right pattern of arrangement
- 4. Motivation –
  - A. Build on their needs
  - B. Generate your own interest and enthusiasm

# Lesson 6: Honoring the Dead: Obituaries

## Due this Lesson

Three Pastoral Letters

## Learner Objectives

At the end of this 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

## Homework Assignments

Write an obituary about a person your classmate knows or knew. Your information will come from interviewing your classmate. See Resource 6-1.

Prepare a 5-minute eulogy of the person in your obituary. Begin with an opening statement and include most of your obituary. See Resource 6-3.

## Obituary for a Church Member

One of the members of your church has just died. The family has requested that you help them by writing the obituary copy for the newspaper.

Please select one of the members of the class to interview about a family member or close friend who you both agree could be the subject of the supposed obituary (this person may or may not be deceased, but writing about a **real person** is the best practice). Read the samples provided in class for ideas about the type of information included, but also find the focus that fits the life of the subject. Follow the principles of obituary-writing that were discussed in class.

The newspaper suggests a limit of \_\_\_\_\_ words.

First draft due: \_\_\_\_\_

Final draft due: \_\_\_\_\_

## Obituaries: GRADING GUIDE<sup>6</sup>

**Writer** \_\_\_\_\_

**Subject** \_\_\_\_\_

Commendations: \_\_\_\_\_

<b>INTRODUCTORY. PARA:</b> <input type="checkbox"/> the subject is clearly named, and all significant facts given (the date and place of death, etc.).	<input type="checkbox"/> the subject is identified and appropriate facts included.	<input type="checkbox"/> the subject is named, but significant details are missing.
<b>ORGANIZATION:</b> <input type="checkbox"/> the article is extremely well organized; the facts of the subject's life are told in logical order; details of the services are in a helpful and appropriate place.	<input type="checkbox"/> the article is written in an organized manner; the subject's life is told well; details about the services are included	<input type="checkbox"/> the facts of the subject's life are told in a confusing manner; details about the services are hard to find in the article.
<b>DEVELOPMENT:</b> <input type="checkbox"/> interesting and appropriate facts about the subject's life are included; the writing is compelling, the tone both warm and factual.	<input type="checkbox"/> an adequate number of details about the subject's life are included; the article is pleasing to read.	<input type="checkbox"/> the article contains either not enough detail or too many uninteresting details; the writing is difficult to follow.
<b>STYLE: Diction</b> <input type="checkbox"/> Word choices are original, apt, effective.	<input type="checkbox"/> Word choices are mostly accurate; some misused words.	<input type="checkbox"/> Several unclear or incorrect word choices; language is too sentimental or too cold.
<b>STYLE: Sentences</b> <input type="checkbox"/> Sentences are unusually effective, tightly structured. No fragments or run-ons.	<input type="checkbox"/> Sentences were logical and complete; no fragments or run-ons.	<input type="checkbox"/> Fragments and/or run-ons are present in this story. Sentences were too wordy.
<b>CONVENTIONS:</b> <input type="checkbox"/> totally correct spelling, punctuation, and capitalization.	<input type="checkbox"/> only a few errors in spelling, punctuation & capitalization, but not too distracting.	<input type="checkbox"/> Distracting (serious or frequent) errors in spelling, punc., and cap.

**GRADE:** \_\_\_\_\_ *This grade is based not only on the specific aspects of the paper listed above, but on general quality of the writing, determined in part by a comparison of this paper with the other papers prepared for this assignment.*

## Speech to Inform (and Inspire): 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.

**The assignment:** Prepare a 4- to 6-minute eulogy of 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. Those obituaries and eulogies 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 session. Bring a Speaker’s Outline on a 3x5 card to use. You may read only the portion of the newspaper obituary you use.

Prepare Speaker’s Outline

Deliver Speech to Inform (Eulogy)

# INSTRUCTOR: SPEECH EVALUATION FORM<sup>7</sup>

Speaker \_\_\_\_\_

*Rating Scale to be used:* (5) Excellent; (4) Good; (3) Average – met basic criteria; (2) Needs improvement; (1) Poor; (0) Missing.

<p><b>INTRODUCTION:</b></p> <p>_____ Gained the attention and the interest of the audience</p> <p>_____ Clearly introduced the topic and related it to the audience</p> <p>_____ Established credibility</p> <p>_____ Gave complete and clear overview</p> <p><b>BODY OF THE SPEECH:</b></p> <p>_____ Main points were distinguished from each other and clearly supported the central idea</p> <p>_____ Main points were well organized and balanced</p> <p>_____ Supporting information is researched and insightful</p> <p>_____ Language was clear, accurate, and appropriate</p> <p>_____ Clear and effective connective and transition words</p> <p><b>CONCLUSION:</b></p> <p>_____ Clear and complete summary</p> <p>_____ Established a clear mood</p> <p>_____ Conveyed a sense of completeness</p>	<p><b>DELIVERY:</b></p> <p>_____ Began and concluded the speech without rushing</p> <p>_____ Maintained strong eye contact with audience</p> <p>_____ Avoided distracting mannerisms either verbal or nonverbal</p> <p>_____ Voice and body were used to create meaning</p> <p>_____ Used vocal variety of rate, pitch, volume, and quality to create variety and mood and impact</p> <p>_____ Communicated personal intensity and enthusiasm for the topic and audience</p> <p><b>OVERALL IMPRESSIONS:</b></p> <p>_____ Met requirements of the assignment (informative, persuasive, use of visual aid)</p> <p>_____ Topic and presentation was a challenge to this audience</p>
<p><b>COMMENTS:</b></p>   	
<p>Time: _____</p> <p>Grade: _____</p> <p>Less points for over/under/late: _____</p> <p>Final grade: _____</p>	<p><i>Note:</i> Your speech grade will be reduced 3 points for every 15 seconds of over-time or under-time allotted for each speech.</p> <p><b><i>Practice! Practice! Practice!</i></b></p>

## STUDENT EVALUATION FORM<sup>8</sup>

Name of Evaluator \_\_\_\_\_

Name of Speaker \_\_\_\_\_

1. State the Central Idea:
2. Cite the main points. What was the most effective piece of supporting material?
3. Explain what you learned that was <u>new</u> . Comment on your interest in the speech.
4. Comment on delivery (poise, rate, enthusiasm):

## STUDENT EVALUATION FORM

Name of Evaluator \_\_\_\_\_

Name of Speaker \_\_\_\_\_

1. State the Central Idea:
2. Cite the main points. What was the most effective piece of supporting material?
3. Explain what you learned that was <u>new</u> . Comment on your interest in the speech.
4. Comment on delivery (poise, rate, enthusiasm):

# Lesson 7: Honoring the Dead: Eulogies

## Due this Lesson

Obituary  
Eulogy

## Learner Objectives

At the end of this 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

## Homework Assignments

Read over your lesson resources and notes from all the previous lessons.

## Some Definitions

**CENTRAL IDEA**—A statement that captures the essence of the information or concepts you are attempting to communicate (your thesis statement).

**CLAIM**—A statement that phrases the belief, attitude, or action you wish an audience to adopt.

## Your Central Idea

1. It is a complete sentence.
2. It is a statement of fact and not a question.
3. It focuses on your narrowed subject.
4. Its terminology does not suggest generalizations or broad interpretations (all, many, everyone, etc.)
5. Your central idea is interesting.
6. It lets your audience know the direction you plan to take.
7. Your central statement relates a language intensity appropriate to your audience.

## **Ways to Arrange your Main Points**

1. Sequential order
  - a. Chronological
  - b. Spatial or geographical sequence
2. Causal pattern
  - a. Cause to effect
  - b. Effect to cause
3. Topical patterns
4. Familiarity-to-Acceptance order
  - a. For informative speeches
  - b. For the persuasive speech
5. Inquiry order
6. Question/Answer order
7. Elimination order (best suited to persuasion)

# Lesson 8: Reporting Clearly

## Due this Lesson

Review of previous class notes and information

## Learner Objectives

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.

## Homework Assignments

News Writing: You are to gather information about two activities coming up. Talk to whoever knows the most information about them. For each activity write 1-2 paragraphs appropriate for publication in a newsletter. See Resource 8-4.

## News Writing

### "straight news" or "hard news"

- \*\* something that has happened recently
- \*\* answers "who, what, when, where, why, how"
- \*\* clear, accurate, fair
- \*\* objective:
  - objective language
    - \* almost no adjectives or adverbs
    - \* no connotative nouns or verbs
    - \* **no** reference to the writer/reporter

#### no unattributed opinions

- \*\* writing style for **straight** news:

short words  
short sentences  
short paragraphs  
generous use of quotes

shape of the story—inverted pyramid

## News Writing

### Leads: The first Sentence (or two)

- Select the most important elements to the reader
- Do not answer all the "W" questions
- Use tight sentence structure
- Feature one of the W's (usually who)

### Test the lead you write:

**N** = is it newsworthy? worthy of note?

**E** = Did you emphasize the most interesting fact?

**W** = are the essential Ws included?

**S** = Does the lead give or imply the source?

## Interviewing Effectively

### *Types of Interviews*

1. **News** story—brief acquisition of facts
2. **Feature** story—more lengthy, researching facts and gathering meaning and examples (illustrations, stories).

### *Procedure for Interviews*

1. Prepare a **question list** before the interview.
2. Make an **appointment** if it's an in-depth interview.
3. **Conduct the interview** in person or over the phone:
  - Establish a quick rapport
  - Identify yourself and your purpose
  - Have your questions in efficient form
  - Confirm all direct quotations
  - **Know** your subject, but **ask questions**, ask for explanations

## Announcements: News Writing

Please gather information about two church activities coming up. Talk to whoever knows the most about them; you may quote from any written instructions. Then for each activity write a paragraph or two appropriate for publication in a class newsletter.

Your lead should present the most important (not all) answers to the journalist's questions: Who? What? When? Where? Why? How? Remember the components of news writing: double-checked facts, accurately spelled names, concise and objective language, brief but full-sentence quotations.

Although the audience for these news stories is quite small and familiar with each other, please write this in a professional style, as if for a much larger, unknown audience.

Due date: \_\_\_\_\_

## Revision Guide: NEWS STORIES

NAME OF WRITER: \_\_\_\_\_

NAME OF EDITOR: \_\_\_\_\_

1. The lead: (check appropriate blanks)

- \_\_\_\_\_ was interesting.
- \_\_\_\_\_ was a little bland.
- \_\_\_\_\_ really captured my attention.
- \_\_\_\_\_ contained all the important information I needed.
- \_\_\_\_\_ was composed (structured) effectively.
- \_\_\_\_\_ didn't give enough information to let me know what the story was about.
- \_\_\_\_\_ could be tightened up structurally (it was wordy).

2. The body:

A. More background was needed: \_\_\_ yes \_\_\_ no. If yes, explain:

B. Were any statements made that could be challenged? \_\_\_\_\_  
If so, identify:

C. Style—the article was:

- |             |              |                     |
|-------------|--------------|---------------------|
| ___ wordy   | ___ choppy   | ___ lively          |
| ___ clear   | ___ forceful | ___ factual         |
| ___ concise | ___ slanted  | ___ trite (cliches) |

D. Were direct quotes blended in smoothly and effectively? \_\_\_\_\_  
If not, identify:

E. Did the sources quoted seem reliable/credible? \_\_\_\_\_

F. Are there any holes, areas that need to be explored or explained, in the story?\_\_\_  
Specify:

G. Say something positive about this article:

## Announcements: Clear Reporting GRADING GUIDE<sup>9</sup>

**Writer** \_\_\_\_\_

**Title** \_\_\_\_\_

**Commendations:** \_\_\_\_\_

<b>LEAD:</b> <input type="checkbox"/> Tells the essence of the story. Extremely effective arrangement. Compels interest.	<input type="checkbox"/> Includes the basics of the story; good arrangement; fairly interesting.	<input type="checkbox"/> Story basics are missing; ineffective arrangement; doesn't command interest.
<b>CONTENT: Tone, Effectiveness</b> <input type="checkbox"/> Conveys objectivity in approach, content & style. Factually accurate, clear, coherent. Forceful expression.	<input type="checkbox"/> Seems fairly objective in approach, content, and style. Seems accurate and fair. Effective expression.	<input type="checkbox"/> Approach, content, & style seem colored or slanted. Facts seem unsure.
<b>CONTENT: Completeness</b> <input type="checkbox"/> Story answers everything the reader wants or needs to know.	<input type="checkbox"/> Story doesn't leave out anything of major import.	<input type="checkbox"/> Important background material or developmental detail is omitted.
<b>QUOTES/SOURCES:</b> <input type="checkbox"/> Sources interviewed were important and credible. Quotes were smoothly blended in and correctly punctuated. All opinion was attributed to sources.	<input type="checkbox"/> Major participants were interviewed and quoted. Quotes were fairly well blended into story. Most opinion was attributed to sources.	<input type="checkbox"/> Major participants were not interviewed or quoted. Incorrect punctuation. Quotes were too long. Story contained unattributed opinion or editorial comment.
<b>STYLE: Diction</b> <input type="checkbox"/> Word choices are accurate and objective.	<input type="checkbox"/> Sentences were logical and complete; no fragments or run-ons.	<input type="checkbox"/> Several unclear or incorrect word choices; language is too colorful for objective news.
<b>STYLE: Sentences</b> <input type="checkbox"/> Sentences are unusually effective, tightly structured. No fragments or run-ons.	<input type="checkbox"/> Word choices are mostly accurate; some subjective words.	<input type="checkbox"/> Fragments and/or run-ons are present in this story. Sentences were too wordy.
<b>CONVENTIONS:</b> <input type="checkbox"/> Totally correct spelling, punctuation, and capitalization	<input type="checkbox"/> only a few errors in spelling, punc, & cap., but not too distracting.	<input type="checkbox"/> Distracting (serious or frequent) errors in spelling, punc., and cap.

**GRADE:** \_\_\_\_ *This grade is based not only on the specific aspects of the paper listed above, but on general quality of the writing, determined in part by a comparison of this paper with the other papers prepared for this assignment.*

# Lesson 9: Gathering Supporting Material

## Due this Lesson

Two news stories

## Learner Objectives

At the end of this 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

## Homework Assignments

Speech to Entertain Skeletal/Draft Outline as described in Resource 9-2. You are to begin to prepare a 5-7 minute speech to be given as an after-dinner speech for your church. Speech will be given lesson 11.

## Types of Supporting Material

1. **Explanation**—a descriptive or informative passage that makes a concept, a process, or a proposal clear or acceptable
2. **Illustrations**—a detailed narration, often in a story form
  - Factual
  - Hypothetical illustration
  - Other illustration: Anecdote, Fable, Parable
3. **Specific Instance**—an undeveloped illustration or example used to clarify familiar ideas
4. **Comparison and Contrast**
5. **Statistics**—number representatives, which show a relationship among phenomena.
  - emphasize **magnitude**
  - isolate **parts**
  - show **trends**
6. **Testimony or Quotation**—the opinions and conclusions of others or other sources.

## Speech to Entertain: A Banquet Speech

We have learned 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.”

You have been asked to deliver an after-dinner speech at a banquet for your church adults. You may select the purpose of the banquet: Valentine’s Banquet, missionary banquet, church schools appreciation banquet, Christmas banquet, men’s banquet, etc.

Remember, although your approach will be light and enjoyable, you should offer something in content. Perhaps you will choose to build on the scriptural study of your written Devotional Essay.

You have been given 5-7 minutes.

Skeletal Outline due

Prepare Speaker’s Outline and turn in  
Technical Outline

Deliver Speech to Entertain

## SKELETAL/DRAFT OUTLINE

Subject:

General Purpose:

Specific Purpose:   1.  
                                  2.  
                                  3.

Introduction:

Central Idea or Statement:

I.  
    A.  
    B.  
    C.

II.  
    A.  
    B.  
    C.

III.  
    A.  
    B.  
    C.

IV.  
    A.  
    B.  
    C.

Conclusion: (summary and . . . )

# Lesson 10: Devotional Essays

## Due this Lesson

Skeletal outline for Speech to Entertain

## Learner Objectives

At the end of this 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

## Homework Assignments

Speech to Entertain as described in Resource 9-2

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

## Devotional Essay

Write a 250-word essay appropriate for a church or district newsletter. This essay should have a spiritual theme which should be stated at the beginning or at the end or both.

The essay may be **narrative**, with the theme growing out of the story told. Real-life stories ring truest. Remember what we've talked about in class: never betray a confidence; never tell a negative story about someone else; always get permission from the subject. Work for a warm tone, using language and details that express a love for humankind. Spiritual lessons which grow out of narrative should also have a Scriptural base.

Or the essay may be **expository**, built around a scripture passage with brief stories used to illustrate and support.

In either case, specific details and examples are effective. Fresh language is always preferred over clichés. And the final sentence or brief paragraph should deliver the focus of the piece with energy.

First draft due: \_\_\_\_\_

Final draft due: \_\_\_\_\_

## FINAL STEPS IN PREPARATION

1. **Before** preparing Speaker's Outline
  - Review full content outline aloud
  - Note the key words
  
2. Transfer key words or directional comments to Speaker's Outline.
  - Include only key word or phrase
  - Full sentence only when needed
  - Cue card with "Quote" or "Testimony"
  - Cue directions—"Show poster." "Hand out."
  - Emphasize—**highlight**, underline, CAPS, \*\*asterisk..
  
3. Rehearse with Speaker's Outline card
  - Review your whole speech first
  - Practice without note cards every other time
  - Practice standing up ALWAYS
  - Practice speaking out loud
  - Practice speaking in front of a mirror
  - Gain command of your material

## TIPS FOR COMMUNICATING CONFIDENCE

### 1. Be yourself

- Remove your jacket if it would make you more comfortable.
- Remove chewing gum or candy.
- Stand comfortably.

### 2. Look at your listeners

- Establish eye contact.
- Do not look at the floor.

### 3. Communicate with your body as well as your voice

- Facial expression that matches your message
- Hands free to gesture
- Don't play with your note cards
  - 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.

# Lesson 11: Research: Writing from Sources

## Due this Lesson

Speech to Entertain

## Learner Objectives

At the end of this 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

## Homework Assignments

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

Begin Scholarly Research Article as described in Resource 11-2.

Topic selection decided no later than lesson 13

Preliminary Outline due lesson 14

Master List of Sources due lesson 15

First draft due lesson 17

Revised draft due lesson 18

Final draft due lesson 19

## WHAT A RESEARCH PAPER *IS*

1. A ***synthesis*** of your discoveries about a topic and your judgment, interpretation, and evaluation of those discoveries
2. A work that shows ***your originality***
3. An ***acknowledgment of all sources*** used

## WHAT A RESEARCH PAPER *IS NOT*

1. A summary of an article or a book (or other source material)
2. The ideas of others, repeated uncritically
3. A series of quotations, no matter how skillfully put together
4. Unsubstantiated, personal opinion
5. Copying or accepting another person's work without acknowledging it, whether the work is published or unpublished, professional or amateur

## Scholarly Research Article

Ministers should have a scholarly mind/ability/bent. They should be life-long readers; in addition, they may be expected to contribute to the church world by publishing scholarly articles based on research. Of course, scholarship of the Bible is primary, but ministers need skills in finding and using many types of sources.

1. Select one of the theological issues from the topic list. Sign up deadline: \_\_\_\_\_.
  2. Do some preliminary reading and note-taking to guide your planning.
  3. Complete a Master List of Sources,<sup>1</sup> using research tools discussed in class. Due: \_\_\_\_\_
  4. Select a position and prepare a Preliminary Outline<sup>2</sup> (write a thesis statement and supporting points). Due: \_\_\_\_\_
  5. Find at least 10 usable sources relative to your topic (strive for broad and varied and authoritative sources). Read and take notes. Carefully document both the source (bibliography card) and information (note cards).
  6. Write a first draft. Due: \_\_\_\_\_
  7. Revise content with class members. Then polish the writing until it is clear and persuasive. All sources must be carefully introduced and cited. Follow the Turabian style manual conventions.
  8. Turn in a final draft, along with preliminary drafts, editing sheets, and note cards.
  9. Prepare a double-spaced, 5-6 page scholarly research article.
- Due: \_\_\_\_\_

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<sup>1</sup>Please get further instructions from the Master List of Sources assignment sheet, Resource 14-1.

<sup>2</sup>Please get further instructions from the Preliminary Outline assignment sheet Resource 13-5.

## TOPICS

Sanctification	Faith
Entire Sanctification	Saving Faith
Initial Sanctification	Doctrine of the Church
Grace	Divine Healing
Prevenient Grace	Nature of Repentance
Sin	Forgiveness
Original Sin/Inherited Depravity	Meaning of Discipleship
Sin (Hamartia)/Acquired Depravity	Meaning of Christian Maturity
Predestination	Contrast Calvinism with Arminianism
Doctrine of Assurance (How do we know we're saved/eternal security)	Doctrine of Man
Trinity	Contrast Faith and Works
Doctrine of God the Father	Doctrine of Perfect Love
Nature of Christ	Regeneration
Nature of the Holy Spirit	Justification
Personhood of the Holy Spirit	Salvation
Theological meaning of the Lord's Supper	Expectations for the Spirit Filled life
Theological meaning of water Baptism	Meaning of Worship
Baptism of the Holy Spirit	How the Christian relates to God
The nature and function of prayer	Nature of God's love
Doctrine of Biblical Inspiration	Nature of free will
Doctrine of Holiness	Providence of God

These are just a few starter ideas. You may choose from this list, or from your own ideas, as long as they fit under the general requirements for this assignment. If you have a topic you want to pursue and aren't sure if it is appropriate or not, please check with the instructor.

Remember you will have to narrow your topic and identify a central idea **about** or **from** your topic. This will be expressed in a thesis statement.

Your topic must be turned in by \_\_\_\_\_.

# Lesson 12: Research Tools

## Due this Lesson

First draft of Devotional Essay

## Learner Objectives

At the end of this 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

## Homework Assignments

Topic for Scholarly Research Article

Final draft of Devotional Essay as Described in Resource 10-1

## Researching Tools

**Encyclopedias**—preliminary reading

**Indices**—lists of sources by subject

1. Books—most are computerized
2. Periodicals—on paper and/or computer
  - Paper indices
    - Popular
    - Scholarly
      - General
      - By discipline
  - Computer indices
  - On-line indices

**Reference lists** at the end of articles you read

## Devotional Essay

**Title (Topic)** \_\_\_\_\_

**Author** \_\_\_\_\_

**INSTRUCTIONS:** (1) In groups of three or four, read your papers aloud to each other. (2) After each group member reads, complete this editing guide in response to the paper. (3) One member of the group should fill out the guide for the group.

**INTRODUCTION:**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> compelling introduction leading to a clearly stated main idea, concise and parallel in structure | <input type="checkbox"/> an interesting intro which presents the topic and leads to a well-written purpose statement. | <input type="checkbox"/> introduction is weak or missing; the main idea is unclear or missing |
|---|---|---|

**DEVELOPMENT:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> told in an extremely effective sequence with excellent transitions; writing flows compellingly.         | <input type="checkbox"/> Good organization plan; Easy to follow; transitions are adequate; writing is clear and interesting.      | <input type="checkbox"/> poorly organized; difficult to follow; points are not related back to the main idea; missing transitions. |
| <input type="checkbox"/> fully explains, develops, and illustrates the ideas; conclusion interprets the ideas and wraps them up. | <input type="checkbox"/> the reasons are clearly explained and well developed; conclusion restates the main idea and wraps it up. | <input type="checkbox"/> the points are not explained or illustrated; conclusion is weak or missing.                               |
| <input type="checkbox"/> the Scriptural insights are both fresh, inspiring, and challenging.                                     | <input type="checkbox"/> Scriptural references offer good insights and inspiration.   | <input type="checkbox"/> Scriptural references are weak or missing, or not well explained.   |
| <input type="checkbox"/> details are interesting, specific, and vivid.   | <input type="checkbox"/> details are adequate to make the ideas clear.  | <input type="checkbox"/> details are inadequate or inappropriate.  |

**STYLE:**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> word choices are original, apt, delightful.              | <input type="checkbox"/> word choices are mostly accurate; a few clichés or misused words. | <input type="checkbox"/> several unclear or incorrect word choices; many clichés. |
| <input type="checkbox"/> sentences are very smooth, economical, varied, emphatic. | <input type="checkbox"/> sentences reasonably smooth, economical, varied, emphatic.        | <input type="checkbox"/> sentences awkward or wordy, some fragments or run-ons.   |

**CONVENTIONS:**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> totally correct grammar     | <input type="checkbox"/> a few errors, but not too distracting             | <input type="checkbox"/> distracting errors -- serious or frequent.            |
| <input type="checkbox"/> totally correct spelling    | <input type="checkbox"/> a few spelling errors, but not too distracting    | <input type="checkbox"/> distracting spelling errors--serious or frequent.     |
| <input type="checkbox"/> totally correct punctuation | <input type="checkbox"/> a few punctuation errors, but not too distracting | <input type="checkbox"/> distracting punctuation errors --serious or frequent. |

Members of the editing group:

# Lesson 13: Selecting and Narrowing a Topic

## Due this Lesson

Topic for Scholarly Research Article  
Final draft of Devotional Essay

## Learner Objectives

At the end of this 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

## Homework Assignments

Bring a Preliminary Outline of your article as described in Resource 13-5.

## Argument

To argue = to convince others your judgments are fair and your reasoning valid.

Argument = a unit of discourse in which beliefs are supported by reasons.

—Lionel Ruby

Persuasion = communication that attempts to bring about a voluntary change in judgment so that readers or listeners will accept a belief they did not hold before.

—McCrimmon

## Components of an Argument

### 1. **A thesis . . . a position statement**

Fact—a position that calls for a conclusion

*The primary cause of church growth is assimilation of visitors.*

Value—a position that calls for a value judgment

*Care Ministries is the best assimilation plan.*

Policy—a position that calls for action

*Churches should establish Care Ministries.*

### 2. **Primary Support**

*may* involve

library research  
interviewing authorities  
conducting laboratory testing  
gathering statistics

*must* involve

logical reasoning

### 3. **Secondary Support**

- *explain your reasons, applying them to your proposal*
- include examples and illustrations, and explain them
- define key terms
- give statistics

### 4. **Acknowledge the Opposition**

- be fair (don't ridicule them)
- be accurate (include their best points)
- don't give them too much space
- don't give them the most effective space
- refute their arguments, if you can

### 5. **Conclusion**

- summarize your argument
- interpret the facts
- evaluate the facts
- think the issue through for the reader
- restate the call for action

## Process of Making Master Bibliography List

1. It's the first step of research.  
Do it "assembly line" fashion.
2. Make half from a computer index and half from the index books.  
Later, you'll get more sources from the reference lists in articles you read.
3. Write everything down; it will be your back-up bibliography.
4. After making the list, look in the library's list of periodicals, and mark each article your library carries.
5. Asterisk sources as you use them, or highlight them.
6. Wait! Don't begin reading or note-taking yet!  
Concentrate on gathering the ***bibliographic*** information of as many sources as you can!

## Preliminary Outline

Your Preliminary Outline, a working outline, is due: \_\_\_\_\_

This outline will be due at class time. Other students will review it with you (making suggestions they hope will guide your organizational plans for your research paper).

An excellent outline will exhibit the following criteria:

- \* A precise, concise thesis statement.
- \* Two or more strong reasons that are distinct from each other and logically support the thesis. The reasons must be in complete sentences.
- \* The quality and amount of ideas that will support/prove the reasons (these can be in phrases and fragments).

Please note: the thesis and the major reasons must be in complete sentences.

This Preliminary Outline can be a rough copy; don't bother typing it or making it look pretty. It's a work-in-progress.

# Lesson 14: Master List of Sources

## Due this Lesson

Preliminary Outline

## Learner Objectives

At the end of this lesson, participants will

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

## Homework Assignments

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.

## Master List of Sources

Using the researching tools discussed in class, look up your topic. Complete at least one computer-index search, printing off the results. In addition, complete a paper search, using multiple indices to ensure a balanced approach. Copy down the complete bibliographic information for any articles and books which look promising.

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).

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 carries. 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.

Master List of Sources      Due: \_\_\_\_\_  
    ½ – copied down from paper indices  
    ½ – a computer search print-out

# Lesson 15: Effective Note-Taking

## Due this Lesson

Master List of Sources

## Learner Objectives

At the end of this 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

## Homework Assignments

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. Bring all note-cards, outlines, and source lists to class.

Begin work on Oral Presentation of a Text as described in Resource 15-4. Presentation is due on Lesson 17.

## Oral Presentation of Text

### Requirements:

1. The presentation of literature written by someone other than the interpreter
2. An original introduction
3. Evaluated in terms of
  - excellence of choice and arrangement of literature
  - effectiveness of the introduction and transitions
  - effectiveness of the style of interpretation presented by the interpreter.

## Oral Presentation of Text

### Guidelines to help in your selection:

1. Choose literature (Scripture) you like.
2. Choose literature that will appeal to your listener.
3. Choose an interesting theme.
4. Become very familiar with your literature.
5. Choose literature with multiple moods and characterization.
6. Prepare introductions and transitions carefully – identify the setting, introduce your theme, and briefly identify Scripture references – 20 seconds to one minute.
7. Practice your interpretation.

### Understanding the Selection.

1. Thought analysis
2. Attitude analysis

## Oral Presentation of a Text

### The Mechanics of Interpretation.

1. Vocal Quality—the distinct character of an individual’s voice.
  - Normal (used every day)
  - Feeble (thin voice)
  - Guttural or harsh (throaty)
  - Whispered (hissing, breathy)
  - Full / Round (rich, round tone)
2. Pitch—height or depth of a musical tone
3. Inflection—sliding pitch up or down
4. Force—intensity or energy with which you speak.
5. Time—the speed with which you speak, involving rate of speech, pauses, and length of the syllable
6. Pause—the significant silence between thoughts that lets us punctuate speech.
  - Grammatical pause
  - Rhetorical pause
7. Emphasis

## Oral Presentation of a Text

The voice of the minister often lends authority or brings special comfort to the reading of God's Word. It's a privilege. And it's worth doing well.

Select portions of scripture which will take 4-6 minutes to read. Select portions from at least two different places in the Bible, and select them to develop a theme. Write a brief introduction (20 seconds to one minute) which sets the mood, identifies the setting, introduces your theme, and briefly identifies the Bible references. Write a transition or transitions which briefly summarize the message and mood of the previous selection and introduce the next.

Follow the process we discussed in class:

1. Read the selection to get the general meaning (thought analysis).
2. Know the writer's mood, approach, or feeling (attitude analysis).
3. Through emphasis (vocal quality, pitch, inflection, force, timing, and pauses), lift the important thoughts above the less important thoughts.

Think about the words and phrases in the scripture being read. The emotion of the writer should come out in the voice of the reader. This is an opportunity to bring the Word of God to life for the audience.

### **Due dates:**

Select scripture portions

Prepare manuscript

Practice, practice, practice (and time yourself)!

Oral Presentation of Text: Scripture

# Lesson 16: Introducing Sources

## Due this Lesson

Bring note-cards, rough in-process outline, and source list

## Learner Objectives

At the end of this 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

## Homework Assignments

First Draft of Scholarly Research Article as described in Resource 11-2.

Oral Presentation of Text as described in Resource 15-4.

Begin work on Speech to Persuade as described in Resource 16-5. For lesson 18 you are to bring a complete-sentence (technical) outline which 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 lesson 19.

## Blending Quotations in your Paper

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*.

At the end of the quoted or summarized material, insert a footnote.

- The first reference—complete information.
- Subsequent references—shortened to identifier and page number.

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

## Citations: Footnotes and Sources Consulted

### Books

#### A book by one author

A. Source list:

Leve, Chuck. *Inside Racquetball*. Chicago: Reguery, 1973.

B. First footnote:

<sup>1</sup>Chuck Leve, *Inside Racquetball* (Chicago: Reguery, 1973), 42.

C. Subsequent footnote:

<sup>2</sup>Leve, 47.

#### A book by two or three authors

Gonzales, Poncho, and Dick Hawk. *Tennis*. New York: Fleet Pub. Corp., 1962.

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<sup>1</sup>Poncho Gonzales and Dick Hawk, *Tennis* (New York: Fleet Pub. Corp., 1962), 13.

<sup>2</sup>Gonzales and Hawk, 26.

Kirby, Dan, Tom Liner, and Ruth Vinz. *Inside Out: Developmental Strategies for Teaching Writing*. 2nd ed. Portsmouth NH: Boynton/Cook, 1988.

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<sup>1</sup>Dan Kirby, Tom Liner, and Ruth Vinz, *Inside Out: Developmental Strategies for Teaching Writing*, 2<sup>nd</sup> ed. (Portsmouth NH: Boynton/Cook, 1988), 237.

<sup>2</sup>Kirby, Liner, and Vinz, 280.

#### A book by more than three authors

Guerin, Wilfred, et al. *A Handbook of Critical Approaches to Literature*. New York: Harper Collins, 1979.

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<sup>1</sup>Wilfred Guerin, et al., *A Handbook of Critical Approaches to Literature* (New York: Harper Collins, 1979), 253.

<sup>2</sup>Guerin, et al., 311.

## Two or more books by the same author

Tillyard, E. M. W. *Shakespeare's Last Plays*. London: Chatto and Windus, 1938.

\_\_\_\_\_. *Shakespeare's Problem Plays*. Toronto: University of Toronto Press, 1949.

-----  
<sup>1</sup>E. M. W. Tillyard, *Shakespeare's Last Plays* (London: Chatto and Windus, 1938), 83.

<sup>2</sup>E. M. W. Tillyard, *Shakespeare's Problem Plays* (Toronto: University of Toronto Press, 1949), 113.

<sup>3</sup>Tillyard, *Shakespeare's Last*, 94.

<sup>4</sup>Tillyard, *Shakespeare's Problem*, 127.

## Periodicals

### A weekly or biweekly magazine

Konrad, George. "The High Priest of Frivolity." *New Yorker*, 9 March 1992, 31-9.

-----  
<sup>1</sup>George Konrad, "The High Priest of Frivolity," *New Yorker* (9 March 1992), 35.

<sup>2</sup>Konrad, 38.

### A quarterly journal with continuous pagination

Edmundson, Mark. "'Lilacs': Walt Whitman's American Elegy." *Nineteenth-Century Literature* 44 (1990): 465-91.

-----  
<sup>1</sup>Mark Edmundson, "'Lilacs': Walt Whitman's American Elegy," *Nineteenth-Century Literature* 44 (1990), 472.

<sup>2</sup>Edmundson, 490.

### A quarterly journal with separate pagination in each issue

Henning, Joanne. "A Lighthearted Look at CD-ROM Service." *PNLA Quarterly* 56, no. 2 (1992): 15-6.

-----  
<sup>1</sup>Joanne Henning, "A Lighthearted Look at CD-ROM Service." *PNLA Quarterly* 56, no. 2 (1992), 15.

<sup>2</sup>Henning, 16.

## Introducing Sources in your Research Paper An Activity

1. Becker, Gary S. "The Last Thing the Soviets Need is a Foreign-Aid Package." *Business Week*, 4 Nov. 1991, 21.
2. Bialer, Weryn. "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. | 9.  |
| 2. | 10. |
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |
| 8. |     |

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

- 1.
- 3.
- 7.
- 11.
- 12.
- 15.

## Types of Outlines

1. **Draft outline** = your idea outline: incomplete sentences, just a jotting down of ideas.
2. **Technical outline** = a complete outline of every thing you plan to say in your speech.
3. **Speaker's outline** = on 4x6 or 5x8 cards from which you will deliver your speech.

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

## Speech to Persuade

You have been asked to make a presentation at a professional conference for ministers. Although the conference offers inspirational services in the evening, the purpose of the sessions during the day is education and mental stimulation.

Build upon the researched position paper you are writing. Narrow the topic to fit a 5- to 7-minute speech, and then formulate your **Claim—a central idea which persuades**—which influences the minds of the audience to accept an idea, take action, or make a behavior change.

Then divide your claim into two, three, or four main points and determine the most effective arrangement of your points. Using the material you have gathered for your paper, select the facts, illustrations, examples, and statistics that will support your points.

As you work through this process, always keep in mind your audience: a group of ministers from your region who have gathered for intellectual and spiritual stimulation.

Skeletal Outline due: \_\_\_\_\_

Prepare Speaker's Outline and turn in: \_\_\_\_\_

Technical Outline: \_\_\_\_\_

Deliver Speech to Persuade: \_\_\_\_\_

# Lesson 17: Documentation Forms

## Due this Lesson

First draft of Scholarly Research Article

## Learner Objectives

At the end of this lesson, participants will

- Demonstrate proper citation forms in a scholarly paper

## Homework Assignments

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

Technical outline of Speech to Persuade as described in Resource 16-5.

## Bible Quotes and References

*Among the works protected by copyright are dozens of translations and paraphrases of the Bible. Only the King James Version is in the Public Domain. Therefore, you should identify every—repeat—every Bible quotation in your manuscript, even the KJV.*

*If you want to get even with your editor, send in a manuscript with 218 Bible quotations from 14 different translations with none of the quotes identified. I promise you that will set him or her to muttering your name in conjunction with a long list of “I” words—“incompetent, idiot, imbecile,” and John Wesley’s favorite, “invincible ignorance.”*

There are several ways to cite your Bible references. If all your quotations are from the New International Version, for example, put this on the masthead/copyright page: “All scripture quotations are from the Holy Bible, New International Version (NIV). Copyright 1973, 1978, 1984 by the International Bible Society. Used by permission of Zondervan Publishing House. All rights reserved.” If every single Bible quote is from the NIV, then this notice up front means that you don’t have to put NIV at the end of each quotation.

If all of your quotes are from the NIV except a few selected ones from the NKJV and the NRSV, your footnote should say that all quotations are from the NIV unless otherwise noted. Your NKJV and NRSV quotes will be cited by the initials and a credit line for them will have to appear somewhere in the publication.

*Some publications include credit lines for all the translations used up front in the masthead/copyright/contents section of the document. All quotes are then followed by the proper initials: NEB, RSV, etc.*

The Nazarene Publishing House Style Book contains the credit lines for most versions. Here are some of the most frequently used.

### **Bible Credit Lines**

**CEV:** From the Contemporary English

Version (CEV). Copyright by the American Bible Society, 1991, 1992. Used by permission.

**JB:** From the Jerusalem Bible (JB), copyright 1966 by Darton, Longman & Todd, Ltd., and Doubleday, a division of Bantam Doubleday Dell Publishing Group, Inc. Used by permission.

**NASB:** From the American Standard Bible (NASB), copyright the Lockman Foundation 1960, 1962, 1963, 1968, 1971, 1972, 1973, 1975, 1977, 1995. Used by permission.

**NCV:** From *The Holy Bible, New Century Bible* (NCV), copyright 1987, 1988, 1991 by Word Publishing, Dallas, Texas 75039. Used by permission.

**NEB:** From *The New English Bible* (NEB). Copyright by Delegates of the Oxford University Press and the Syndics of the Cambridge University Press, 1961, 1970. Reprinted by permission.

**NIV:** From the Holy Bible, New International Version (NIV). Copyright 1973, 1978, 1984 by the International Bible Society. Used by permission of Zondervan Publishing House. All rights reserved.

**NKJV:** From the New King James Version (NKJV). Copyright 1979, 1980, 1982 Thomas Nelson, Inc. Used by permission.

**NLT:** From the Holy Bible, New Living Translation (NLT), copyright 1996. Used by permission of Tyndale House Publishers, Inc., Wheaton, IL 60189. All rights reserved.

**NRSV:** From the New Revised Standard Version of the Bible, copyright 1989 by the Division of Education of the National Council of Churches in the U.S.A. All rights reserved.

**TEV:** From Today’s English Version (TEV). Copyright by American Bible Society, 1966, 1971, 1976, 1992. Used by permission.

**TM:** From *The Message* (TM). Copyright 1993. Used by permission of NavPress Publishing Group.

Excerpt from Wesley Tracy. “Quote. . .Unquote” *A Vade Mecum on Copyright Concerns for Curriculum Writers and Editors of the Resource Institute for International Education, Church of the Nazarene*. Kansas City, MO: RIIE. April 2001. p. 26.

# Lesson 18: Editing for Effectiveness

## Due this Lesson

Revised draft of Research Article  
Technical Outline of Speech to Persuade

## Learner Objectives

At the end of this lesson, participants will

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

## Homework Assignments

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

Speech to Persuade will be delivered as described in Resource 16-9.

Begin thinking ahead about what you'd like to include in your newsletter as described in Resource 18-9. Newsletters due lesson 20.

## SCHOLARLY RESEARCH ARTICLE GROUP REVISION GUIDE<sup>10</sup>

Author: \_\_\_\_\_

Title: \_\_\_\_\_

INSTRUCTIONS: (1) In groups of three or four, read your papers aloud to each other.  
(2) After each group member reads, complete this editing guide in response to the paper. (3) One member of the group should fill out the guide for the group.

*CHECK appropriate description in each category.*

### A. Introductory paragraph

- |                              |  |
|------------------------------|--|
| Introduction of the issue:   | ___ introduced but vague   |
| ___ unclear or incomplete    | ___ introduced and explained clearly and completely              |
| ___ introduced and explained | ___ imaginatively (or extremely well) introduced                 |
| Presentation of the context: | ___ issue explained in context                                   |
| ___ not much context         | ___ both context and issue very clear                            |
| ___ skimpy context           | ___ context presented fully and imaginatively                    |
| Statement of the thesis:     | ___ stated clearly   |
| ___ not clearly stated       | ___ stated clearly, concisely, & completely and calls for action |
| ___ does not call for action |  |

Is the introduction of the research paper effective? Is the background sufficient? Are terms defined? Is the situation set up? If so, briefly explain why. If not, give suggestions for improvement.

### B. Argument and discussion

FIRST SUPPORTING REASON OR ARGUMENT (*circle appropriate number*)

Relation to the thesis:

- 1 - no perceptible relationship
- 2 - only a vague or general relationship
- 3 - related (no misunderstanding)
- 4 - this part of the paper clearly explains and supports the first reason of the thesis
- 5 - the relationship is shown effectively and persuasively

Logic of the argument:

- 1 - no logic or faulty logic
- 2 - some flaws in the argument
- 3 - no serious flaws but perhaps some "suspect elements"
- 4 - this part of the paper is developed logically
- 5 - the logic is sound and persuasive

Quantity and quality of support for the reasons:

- 1 - almost none
- 2 - still not enough
- 3 - minimum supporting discussion and evidence given
- 4 - enough supporting discussion and evidence to be reasonable convincing
- 5 - lots of discussion, and specific evidence effectively presented

SECOND SUPPORTING REASON OR ARGUMENT:

Relation to thesis:                    1 2 3 4 5  
Logic of argument:                    1 2 3 4 5  
Quantity and quality of support:    1 2 3 4 5

THIRD SUPPORTING REASON OR ARGUMENT:

Relation to thesis:                    1 2 3 4 5  
Logic of argument:                    1 2 3 4 5  
Quantity and quality of support:    1 2 3 4 5

C. Quotations

- 1 - too few references to other sources; documentation is missing
- 2 - quotes (direct and indirect) are not introduced or discussed; they are strung together without processing
- 3 - some quotes are introduced; some are discussed
- 4 - quotations blend into the paper fairly smoothly; most are both introduced and discussed.
- 5 - quotations are skillfully blended into the paper: sources are introduced with their credentials; the material is discussed and applied.

D. Documentation

- 1 - sources or page numbers are missing in the paper; too few sources in the reference list; those in the list are popular, not professional
- 2 - citation form is incorrect in the paper; a moderate number of sources in the reference list, with a fair balance of sources
- 3 - all sources are cited; citations in paper are in good form; Works Cited form is good, adequate number of sources
- 4 - citations show solid research; form is almost perfect; reference list form is almost perfect; very good number of sources, most of them professional
- 5 - citations show generous research; form is perfect in the paper; reference list has a plentiful number of very credible sources, in perfect form

Any other suggestions?

Members of the editing group:

## **Sample Title Page**

Church of the Nazarene

### **Theological Implications of Outreach Ministries**

by

Earnest Student

Communicating with Spoken and Written Language  
Rev. I. M. Pastor, Instructor  
July 2001

## Sample Contents Page

1. INTRODUCTION .....	1
2. BIBLICAL IMPERATIVES .....	3
3. COMMUNITY NEEDS .....	7
The Importance of Demographics	
Studying your Own Community	
Identifying Individual and Family Needs	
4. MATCHING SOLUTIONS TO THE NEEDS IDENTIFIED.....	14
Spiritual Needs of Persons	
Physical Needs of Persons	
Needs of the Entire Community	
5. CONCLUSION .....	21
6. WORKS CITED.....	24

# Sample Chapter One

## CHAPTER 1

### INTRODUCTION: THE GREAT COMMISSION

In the midst of the hectic pace of life in America, even the church needs to look at Jesus' command in Matthew: "Go ye into all the world and . . .

## Sample Works Consulted Page

### WORKS CITED

Edmundson, Mark. "‘Lilacs’: Walt Whitman's American Elegy."  
*Nineteenth-Century Literature* 44 (1990): 465-91.

Gonzales, Poncho, and Dick Hawk. *Tennis*. New York: Fleet Pub. Corp., 1962.

Kirby, Dan, Tom Liner, and Ruth Vinz. *Inside Out: Developmental Strategies for Teaching Writing*. 2nd ed. Portsmouth NH: Boynton/Cook, 1988.

Konrad, George. "The High Priest of Frivolity." *New Yorker*, 9 Mar. 1992: 31-9.

Leve, Chuck. *Inside Racquetball*. Chicago: Reguery, 1973.

Tillyard, E. M. W. *Shakespeare's Last Plays*. London: Chatto and Windus, 1938.

\_\_\_\_\_. *Shakespeare's Problem Plays*. Toronto: University of Toronto Press, 1949.

# Scholarly Research Article GRADING GUIDE<sup>11</sup>

Writer \_\_\_\_\_

Title \_\_\_\_\_

Commendations: \_\_\_\_\_

<p><b>INTRODUCTION:</b>  <input type="checkbox"/> compelling introduction establishes the situation. Thesis is a clear, precise statement of the main idea</p>	<p><input type="checkbox"/> adequate, interesting intro which presents the situation &amp; leads to a fairly well-written thesis.</p>	<p><input type="checkbox"/> introduction is weak or missing; thesis is missing or not a clear match to the paper's focus</p>
<p><b>ARGUMENT:</b>  <input type="checkbox"/> support is broad and balanced; convincing and effective logic.</p>	<p><input type="checkbox"/> paper provides logical support for the thesis.</p>	<p><input type="checkbox"/> point of view is too narrow; logical fallacies; unsupported claims made</p>
<p><b>DEVELOPMENT:</b>  <input type="checkbox"/> told in logical sequence with excellent transitions; writing flows compellingly. Thesis fully supported by well-developed ideas</p>	<p><input type="checkbox"/> Good organization plan; transitions are adequate; writing flows smoothly. Paragraphs supporting the thesis are fairly well-developed.</p>	<p><input type="checkbox"/> poorly organized; missing transitions; difficult to follow; paragraphs are not fully developed or related back to thesis.</p>
<p><input type="checkbox"/> conclusion interprets the ideas presented and drives home the truth of the thesis.</p>	<p><input type="checkbox"/> conclusion restates the main points and reaffirms the truth of the thesis.</p>	<p><input type="checkbox"/> no analysis of the ideas presented; conclusion is weak or missing.</p>
<p><b>DOCUMENTATION</b>  <input type="checkbox"/> Sources are cited in perfect form; citations show generous research; Reference list has perfect form; sources are generous, well-balanced, and authoritative</p>	<p><input type="checkbox"/> citations in paper are in good form; citations show solid research. Reference list form is good; adequate number of good sources.</p>	<p><input type="checkbox"/> incorrect form or missing citations; inadequate documentation. Ref. list: mistakes in form; inadequate number or too many popular so.</p>
<p><input type="checkbox"/> quotations are skillfully blended into paper. Sources are introduced and material is explicated. Writer's voice is consistent.</p>	<p><input type="checkbox"/> quotations blend into paper fairly smoothly. Most quotes introduced and explicated. Some shifting of voice between writer &amp; source.</p>	<p><input type="checkbox"/> quotes not well-introduced. Quotes strung together without discussion or process.</p>
<p><b>STYLE: Sentences and Diction</b>  <input type="checkbox"/> word choices are original, apt, delightful; sentences are very smooth, economical, varied, emphatic.</p>	<p><input type="checkbox"/> word choices are mostly accurate; a few cliches. sentences reasonably smooth, economical, varied, emphatic.</p>	<p><input type="checkbox"/> several unclear or incorrect word choices; many cliches; sentences awkward or wordy, some fragments or run-ons.</p>
<p><b>CONVENTIONS:</b>  <input type="checkbox"/> totally correct grammar</p>	<p><input type="checkbox"/> a few grammar errors, but not too distracting</p>	<p><input type="checkbox"/> distracting grammar errors-- serious or frequent.</p>
<p><input type="checkbox"/> totally correct spelling</p>	<p><input type="checkbox"/> a few spelling errors, but not too distracting</p>	<p><input type="checkbox"/> distracting spelling errors-- serious or frequent.</p>
<p><input type="checkbox"/> totally correct punctuation</p>	<p><input type="checkbox"/> a few punctuation errors, but not too distracting</p>	<p><input type="checkbox"/> distracting punctuation errors: serious or frequent.</p>

GRADE \_\_\_\_\_ Grade is based on the general quality of the writing, determined in part by a comparison of this paper with the other papers for this assignment.

## Speech Purposes

<b>GENERAL PURPOSE</b>	<b>SPECIFIC PURPOSE</b>	<b>CENTRAL IDEA OR CLAIM</b>
The overall objective of a speech	A finely tuned statement of what a speaker wants an audience to do, feel, or know after listening to speech	A one-sentence summary that identifies the essence of a speaker’s message
<b>EXAMPLES:</b>		
To inform	At the end of my speech, the audience should be able to list 3 ways to classify nonverbal communication	The three ways to classify nonverbal communication are sign language, action language, and object language
To Persuade	At the end of my speech, the audience should have the desire to take a class in speech communication.	Taking a class in speech communication will improve your skill in communicating with others.
To Entertain	At the end of my speech, the audience should identify three ways for meeting someone in a supermarket.	The three best places to meet someone in a supermarket are in the frozen food section, the bakery, and the check-out line.

## Process of Getting Ready to Speak

1. Select and narrow ***your topic***.
2. Determine ***your purpose***: general and specific
3. Formulate a clear, meaningful ***central statement***
4. Divide central statement into 2, 3, or 4 ***main points***
5. Begin to offer ***proof*** for the main point / arguments

All speeches to inform or persuade must have a bibliography of at least 3 sources. At least one source must be quoted.

## Church Newsletter

As a culminating activity, prepare a church newsletter using several of the previous assignments.

1. Feature on a person
2. Announcements (the two you did, plus any others you want to add)
3. Calendar of activities
4. Devotional (pastor's essay)
5. Any other articles you select

You will not be graded on your artistic gifts, but try to make the layout attractive and interesting to read.

Due date: \_\_\_\_\_

**Note to the Instructor:**

Students might appreciate getting copies of each other's newsletters. These newsletters would provide varied samples for students' files.

# Lesson 19: Church Newsletters

## Due this Lesson

Scholarly Research Article  
Speeches to Persuade

## Learner Objectives

At the end of this lesson, participants will

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

## Homework Assignments

Church Newsletter as described in Resource 18-9

## **Church Newsletter Worksheet**

What is the purpose of a newsletter?

What types of sections should the newsletter contain?

## **Lesson 20: Final Activities**

### **Due this Lesson**

Church Newsletter as described in Resource 18-9

### **Learner Objectives**

At the end of this 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

### **Homework Assignments**

None

## Communicating with Spoken and Written Language

### 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 |                              |

- \_\_\_\_\_ 1. Communication which involves three or more senders and receivers.
- \_\_\_\_\_ 2. Communication which involves one sender and many receivers.
- \_\_\_\_\_ 3. A writer's decisions should be guided primarily by \_\_\_\_\_.
- \_\_\_\_\_ 4. The medium of message sending.
- \_\_\_\_\_ 5. Evaluation, usually the immediate nonverbal and verbal reaction from the audience, is called \_\_\_\_\_.
- \_\_\_\_\_ 6. When a person makes an oral presentation, external and internal distraction is called \_\_\_\_\_.
- \_\_\_\_\_ 7. The context of the message and the physical site of a speech is called the \_\_\_\_\_.
- \_\_\_\_\_ 8. \_\_\_\_\_ is the most effective way to make a piece of writing come alive.
- \_\_\_\_\_ 9. A short piece of discourse on a single topic, usually expressing the views of the author.
- \_\_\_\_\_ 10. A single sentence which expresses the main idea of a piece of discourse.

- \_\_\_\_\_ 11. The least colorful verb in English.
- \_\_\_\_\_ 12. When the points of an essay are arranged with the most effective point at the end, it is organized with \_\_\_\_\_.
- \_\_\_\_\_ 13. The “Cc” at the end of a letter now stands for \_\_\_\_\_.
- \_\_\_\_\_ 14. Speeches to provide clear understanding through cognitive learning by clarifying a process or concept are called \_\_\_\_\_.
- \_\_\_\_\_ 15. The organization of most straight news stories (which begins with the most important information and doesn’t build to a climax) is called \_\_\_\_\_.
- \_\_\_\_\_ 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).*

- \_\_\_\_\_ 17. Although writing involves specific steps, the steps are interactive and recursive.
- \_\_\_\_\_ 18. In public speaking, the Transactional Model is a straight-line movement from the source to the receiver, with no recursiveness.
- \_\_\_\_\_ 19. Both speakers and listeners have mutual rights and responsibilities.
- \_\_\_\_\_ 20. Specific examples and details are good transitions in writing; general statements make the writing more interesting and effective.
- \_\_\_\_\_ 21. In the closing of a letter, capitalize the first letter of all the words (“Yours Truly,” for example).
- \_\_\_\_\_ 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.
- \_\_\_\_\_ 23. All speeches need to be organized in sequential order, moving in either a time sequence or spacial order.
- \_\_\_\_\_ 24. First person can be used in “hard” or “straight” news if the writer is careful to be objective.
- \_\_\_\_\_ 25. Straight news writing (short words, short sentences, and short paragraphs) can be vigorous and compelling.
- \_\_\_\_\_ 26. A good news lead answers Who? What? When? Where? How? and Why?
- \_\_\_\_\_ 27. Chewing gum or sucking on a candy is a good idea when you deliver a speech because it keeps your throat moist.

- \_\_\_\_\_ 28. A speaker should not try to hide his or her note cards in any way.
- \_\_\_\_\_ 29. In order to appear fair and knowledgeable in a written argument, the writer must present the best ideas of the opposition.
- \_\_\_\_\_ 30. In research, paper indices are more complete than computer indices.
- \_\_\_\_\_ 31. In research, paper indices are more current and also allow us to conduct a more complex search, linking two subjects, for example.
- \_\_\_\_\_ 32. Unless there is a reason not to, researchers should introduce their sources in the text of the paper, also identifying the sources' authority.
- \_\_\_\_\_ 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 \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. [3 points]
35. A business letter can be formal or informal; with adults it is safer to be \_\_\_\_\_.
36. For the salutation of a business letter, it is important to know the \_\_\_\_\_ of the name, and the \_\_\_\_\_ of the person. [2 points]
37. Name two of the four essential features of informative speeches: \_\_\_\_\_ and \_\_\_\_\_. [2 points]
38. When people research assembly-line fashion, they record everything they find about their subjects in the indices. This is called \_\_\_\_\_.

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

1. Identify and explain the reasons for documentation in a research article.
2. Discuss the important components of a eulogy given by a pastor. What should be the focus? What should be included? What should be avoided?
3. List, define, and explain the different levels of revision.
4. Identify and explain the principles used in selecting a topic for a speech.
5. List and explain the advantages of narrowing your speech topic.

## Endnotes

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<sup>1</sup> *Active Voice* (1981, p. 13)

<sup>2</sup> *Active Voice* (1981, p. 13)

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