

## Test 3 Study Guide & Sample Test Answers

### Question 1: One of the following analysis questions:

(a) What is the speaker's General Purpose? What is the speaker's Specific Purpose? What is the speaker's Central Idea?

Resources to review: T pp. 93-105; lecture 4F.

A good answer: Is *accurate* for the speech and follows the *correct form* & guidelines for the GP, SP and CI of a *Special Occasion* speech.

Most common mistakes on test 2: misidentifying the GP of the speech as "informative;" not using the correct form for the SP of a *persuasive* speech ("we should do X"); capturing only one of the speaker's two main points in the CI.

(b) What, if anything, does the speaker do to achieve each of the functions of a Speech Introduction? If the speaker misses one, what could he/she have done to fulfill it?

Resources to review: T pp. 228-242; Lecture 3M.

A good answer: Deals with *each* of the CARRP functions, and states *accurately* and *in detail* how the speaker fulfilled or failed to fulfill them.

(c) What are the speaker's Main Points? What Pattern of Organization is the speaker using?

Resources to review: T pp. 206-217; W p. 23; Lecture 4F.

A good answer: *Accurately captures* the speaker's main points, states them *in proper preparation outline format*, and *identifies accurately* the pattern of organization they represent.

Most common mistakes on test 1: failure to use symbolization (I, II); inclusion of material other than the main points.

(e) Identify three distinct methods the speaker uses in the body of the speech to engage the audience.

Resources to review: T pp. 383-391; Lecture 5M.

A good answer: *Names* each method for engaging the audience which the speaker uses, *accurately identifies* a specific passage where that method is used, and briefly *explains* how the method works.

Most common mistakes on test 1: failure to name one of the methods for engaging the audience (Explanations, Examples, Comparisons, Contrasts, Descriptions, Direct Address ("you"), Visual Aids); failure to identify a specific passage.

(f) What, if anything, does the speaker do to achieve the functions of a Speech Conclusion? If the speaker misses one, what could he/she have done to fulfill it?

Resources to review: T pp. 242-248; Lecture 3M.

A good answer: Deals with *each* of the conclusion functions (signal end, reinforce CI, end on a high note), and states *accurately* and *in detail* how the speaker fulfilled or failed to fulfill them.

**Question 2: identify one example in the speech of each of three named techniques for using language vividly.**

Resources to review: T pp. 282-288; Lecture 13W.

A good answer: Names three *different* techniques for using language vividly (concrete words, simile, metaphor, parallelism, repetition, alliteration, antithesis), and *identifies accurately* one example of each of the three.

Sample answer: See Workbook p. 84, "My Grandfather" by Kim Lacina, for a speech with many identified techniques. Any three different ones of these would be good answers in response to Question 2.

**Question 3: One of the following evaluation questions:**

- What is the one positive comment about the speech that this speaker most needs to hear now?
- What is the one negative comment about the speech that this speaker most needs to hear now?

Resources to review: T pp. 475-478; Workbook pp. 7-8, 78-82; "How to give feedback" (WebCT); Lecture 13W.

A good answer:

- selects one of the three most important things this speaker needs to hear, now, by applying the standards for judging Special Occasion speeches in particular. These include:
  - originality and creativity in building community around shared values, whether through entertaining or through inspiring.
  - giving compelling expression to values through organization. The speech should be carefully structured for the greatest impact. The main points should be distinct, and they should be in just the right order to entertain or inspire.
  - giving compelling expression to values through language. The speech should use the techniques of language to make its values vivid. The techniques should be appropriate and work well to entertain or inspire.
- names relevant course concepts, and uses them to analyze the speech in detail.
- points to specific details of the speech as examples of the course concepts.
- (if appropriate) gives specific advice about how weaknesses can be corrected.
- is expressed as if it was being said directly to the speaker: taking a personal point of view ("I felt") in a civil fashion..

Most common mistakes on test 1 & 2: failure to apply the standards appropriate for the type of speech; failure to name relevant course concepts; failure to identify specific details in the speech.

**Question 4: Write a section (paragraph) of a Commemorative speech about George Washington. Identify the basic value that you are expressing in the paragraph, and identify three examples of techniques for using language vividly which you used. Here are some facts that you may use:**

- At the end of the Revolutionary War, George Washington disbanded his army and, on November 2, 1783 gave an eloquent farewell address to his soldiers.
- At Fraunces Tavern on December 4, Washington formally bade his officers farewell and on December 23, he resigned his commission as commander-in-chief.
- Washington took the oath of office as the first President under the Constitution for the United States of America on April 30, 1789 at Federal Hall in New York City although, at first, he had not wanted the position.
- The 1st United States Congress voted to pay Washington a salary of \$25,000 a year — a large sum in 1789. Washington, already wealthy, declined the salary, since he valued his image as a selfless public servant. At the urging of Congress, however, he ultimately accepted the payment.
- Washington created the title "Mr. President," preferring it to the more majestic names suggested by others, such as "Your Highness."
- Washington refused to run for a third term as president, establishing the customary policy of a maximum of two terms for a president which later became law by the 22nd Amendment to the Constitution.

Resources to review: T pp. 282-288, 475-478; Lecture 13W.

A good answer: Writes coherently and eloquently about a value which the person embodies; identifies that value and names and identifies three different techniques for using language vividly.

Sample answer:

George Washington was great not only for his willingness to leave home for his country, but also for his willingness to go back home when his time was done. We have seen how many revolutionary leaders around the world start with great ideals, but by refusing to leave office, turn into tyrants as terrible as those they toppled. The shining gold of their love of country rubs off to reveal the dull lead of self-love underneath. Not George Washington. At the end of the Revolutionary War, at a time when there was no established authority, instead of taking power himself he disbanded his army and resigned as commander-in chief. At the end of his second term as president, at a time when he could have been re-elected indefinitely, instead of remaining in power he retired to private life. This may have been his greatest service to our country: being willing not to serve.

Value: patriotism or modesty

Three examples of techniques for using language vividly:

ALLITERATION: "turn into tyrants as terrible as those they toppled"

METAPHOR: "Shining gold" of patriotism, "dull lead" of egotism.

PARALLELISM: "At the end of the Revolutionary War, at a time when...At the end of his second term as president, at a time when..."