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Exploring Public Speaking: 2nd Revision

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Exploring Public Speaking: The Free Dalton State College Public Speaking Textbook



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Chapter 5



Learning Objectives

After reading this chapter, the student will be able to:

- Explain the difference between primary and secondary sources;
- Access and find reliable information in GALILEO databases;
- Access and find resources in the library catalog;
- Access and find reliable information on the Internet;
- Explain basic terminology needed for Internet research;
- Distinguish between reliable and unreliable information on the Internet;
- Construct a short survey usable for analyzing an audience;
- Conduct short interviews for information for speeches;
- Recognize information that should be cited.

Chapter Preview

5.1 – Primary and Secondary Research

5.2 – Accessing Information

5.3 - Research on the Internet

5.4 – Conducting Your Own Research

5.1 – Primary and Secondary Research

As noted in Chapters 1 and 3, credibility as a speaker is one of your main concerns. Among many voices, you must prove that yours is worth attention. You can do this by

- using engaging narratives,
- having energetic delivery, and
- meeting the needs of your audience.

However, a foundational way is to offer support for the points you make in your speech, which you can do by providing evidence from other sources, which you will find by doing research.

You have access to many sources of information: books in print or electronic format, Internet webpages, journal articles in databases, and information from direct, primary sources through surveys and interviews. With so many sources, **information literacy** is a vital skill for researchers.

The term “research” is a broad one, for which the Merriam-Webster dictionary offers two basic definitions:

studious inquiry or examination; *especially*: investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws

and the more applicable meaning for this chapter, the collecting of information about a particular subject.

The first definition given refers, appropriately, to **primary research**, which depends on **primary sources**. The term “primary source” means that the material is first-hand, or straight from the source, so to speak.

For example, if a psychology researcher wanted to understand the stressors on military personnel in Afghanistan, he or she could interview them personally, read blog posts or other writings of the service personnel, or give them a survey with clear questions about their experiences and concerns. The information gathered in each of these examples would come straight from the “source.”

Another example would be an education professor who wants to understand if texting in class affects student learning. She might set up an experiment with similar students in two classes taught exactly the same way. One class has to follow a strict policy of no texting and where the other has no policy about texting. At the end of the semester she would compare test scores.

Information literacy

the ability to recognize when information is needed and have the ability to locate, evaluate, and effectively use the needed information

(American Library Association, 1989)

Primary research

new research, carried out to answer specific questions or issues and discover knowledge

Primary sources

information that is first-hand or straight from the source; information that is unfiltered by interpretation or editing

Journalists, historians, biologists, chemists, psychologists, sociologists, and others conduct primary research, which is part of achieving a doctorate in one's field and adding to what is called "the knowledge base." For your speeches, you might use primary sources as well. Let's say you want to do a persuasive speech to convince your classmates to wear their seatbelts. Some of the basic information you might need to do this is:

- how many people in the class don't wear seatbelts regularly, and
- why they choose not to.

You could conduct primary research and directly ask your classmates if they wear their seatbelts and, if not, why not. This way, you are getting information directly from a primary source. (Later in this chapter we will look at some ways you could do this efficiently.)

It is possible that you will access published primary sources in your research for this speech class (and you will definitely do so as you progress in your discipline). Additionally, and more commonly, you will use **secondary sources**, which are articles, books, and websites that are compilations or interpretations of the primary sources.

One way to assess the quality of a secondary source is to look at its references or bibliography. A reliable source will cite other sources to support its claims. (Likewise, a well-researched speech will provide support for its argument by using evidence obtained from reliable sources.)

5.2 – Accessing Information in the Dalton State Library

Finding information is easy; finding reliable information that you can use confidently in a speech is more challenging. As a researcher, your responsibility is to identify useful, relevant, and understandable sources to help you decide how to approach your speech and to support your ideas. The library is a good place to start this research. It is accessible through the College's website (Figure 5.1)

"GIL-Find," the Library Catalog

Books are a logical place to begin, because they provide a broad overview of a topic. You can find them by searching the library's catalog, "GIL-Find," which provides a searchable listing of all the books, e-books, and resources available from Roberts Library. Access to the library catalog is available from the Library's webpage (see Figure 5.2).

Secondary sources

information that is not directly from the source; information that has been compiled, filtered, edited, or interpreted in some way

Did you know...

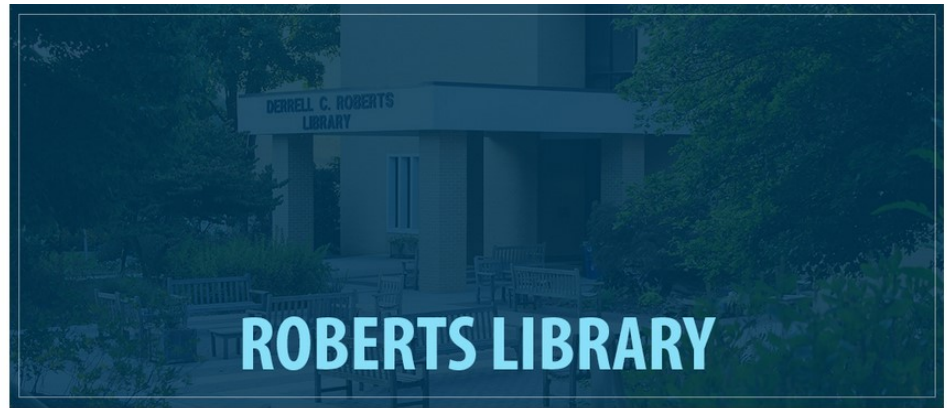
As a Dalton State College student, you can check out books from other University System of Georgia schools, either in person, or by having them delivered using a service called **GIL Express**.

This service helps when you need books Roberts Library does not have available. The delivery takes a few days, so be sure to order books about a week in advance!



Figure 5.1

- GIL EXPRESS AND INTERLIBRARY LOANS
- HOW DO I?
- RESEARCH HELP
- RESOURCES FOR
- VIRTUAL TOUR
- LEARNING EXPRESS LIBRARY
- CATALOG
- GALILEO



[Staff Directory](#) | [Calendar](#) | [Directions and Campus Map](#) | [Policies and Forms](#) | [Library Map and Virtual Tour](#)

The Roberts Library staff encourages you to take full advantage of the resources and services that the library has to offer. We look forward to seeing and hearing from you. Suggestions and questions are encouraged either in person, by e-mail, text, or in our Suggestion Box which is located in the library foyer. Make the Roberts Library a regular part of your college experience.



Figure 5.2

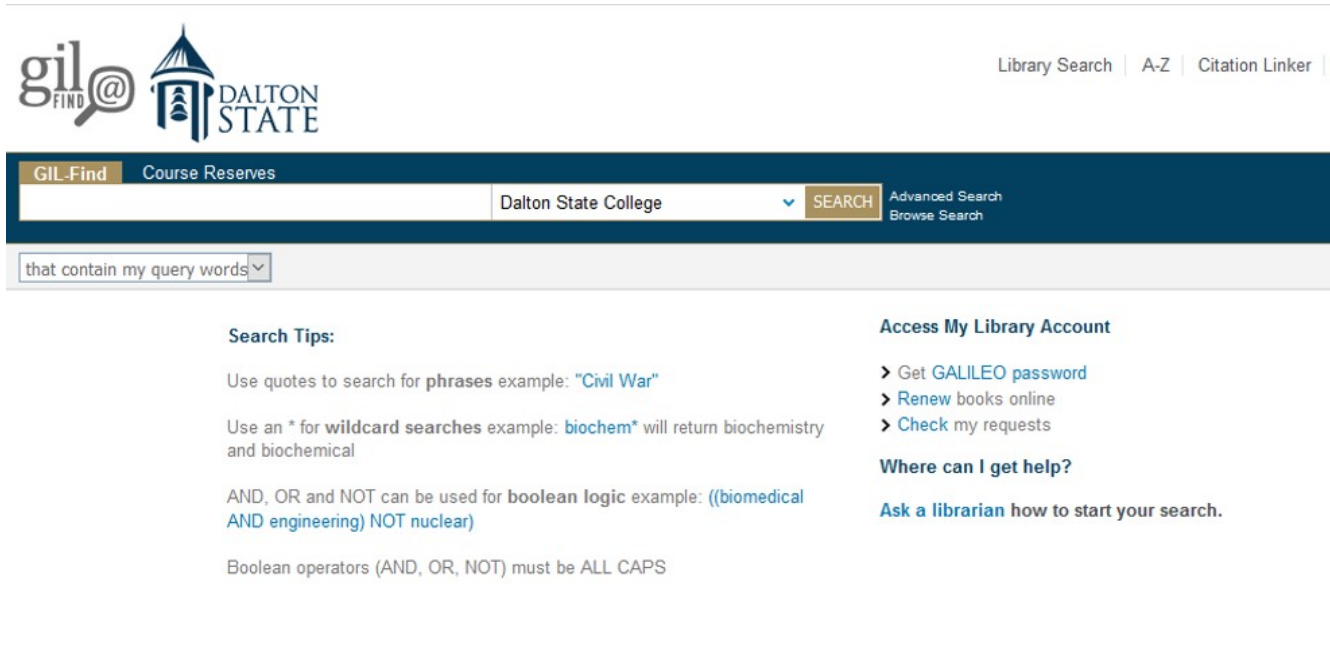


Figure 5.3

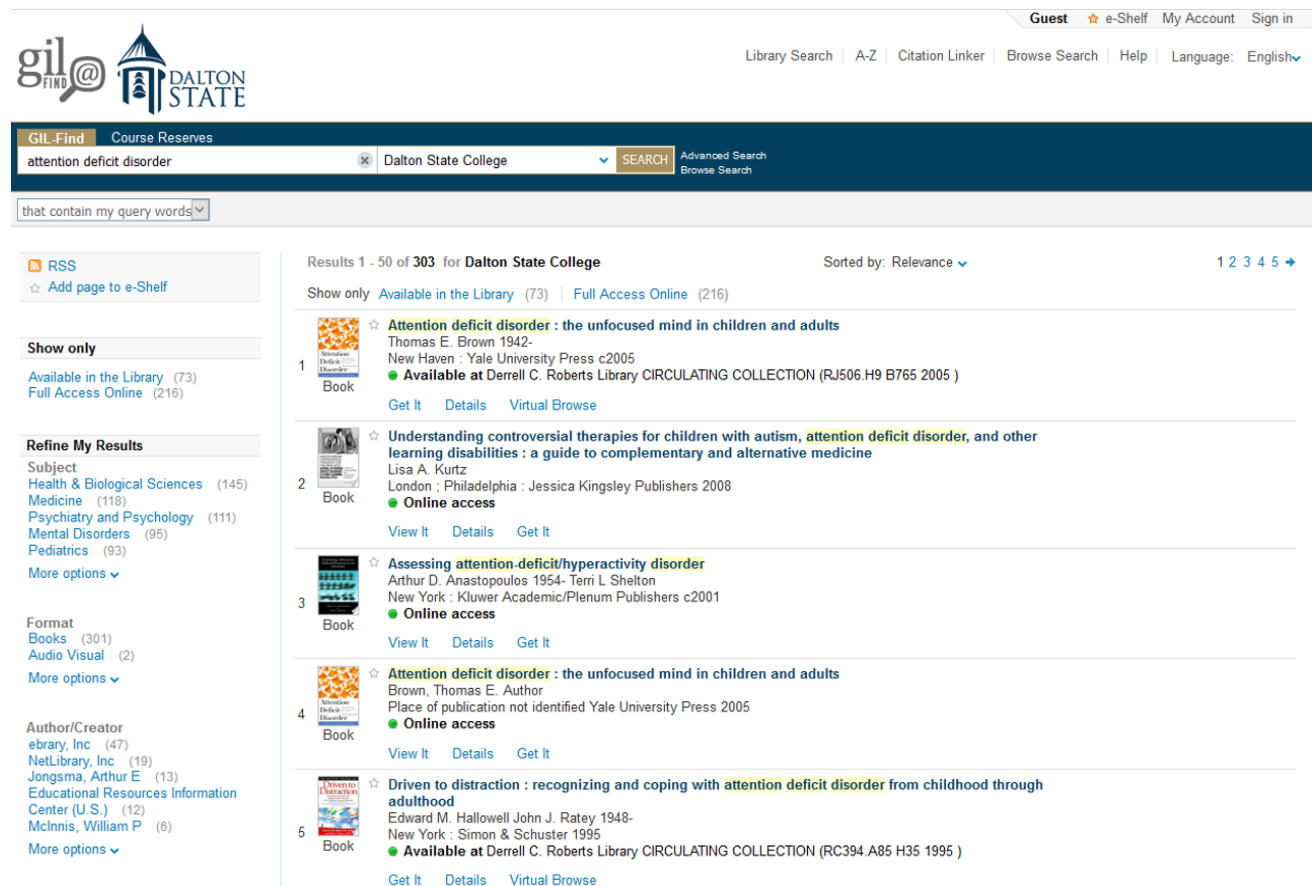


Figure 5.4

The library catalog home page is shown in Figure 5.3. You can search the library catalog using keywords about your topic. For example, see Figure 5.4, which shows the results page of a search for Attention Deficit Disorder.

The search results pages will show materials in all formats, and if you would like items only in a particular format, you may narrow the search using the facets on the left side of the screen. This “Refine my results” section also lets users narrow their search by date, author, subject, and more.

Each item listed on the results page allows you to get the information you need to access these sources. For items physically available in the library, “Get it” lets you know the location, call number, and item status.

If you are trying to view an e-book or streaming media, “View it” provides links to full access. The library’s catalog has a variety of helpful features, including an integrated option to order books from other schools if the Dalton State copy is checked out. Users can log in to GIL-Find using their MyDaltonState credentials to save searches and items for future reference, and see their checkout history, as well as renew items online.

GALILEO

GALILEO, also accessible from the library’s website (Figure 5.2), is a portal to over 300 databases, each containing hundreds of journals, each journal consisting of hundreds of articles, which means that there are millions of possible sources in GALILEO. What you need is probably there; it’s just a matter of finding it. GALILEO takes a little more time and effort than using an Internet search engine, but it will provide you much more reliable information.

Most of the content in GALILEO is articles from periodicals. **Periodicals** are works that are published on a regular, ongoing basis, such as magazines, academic journals, and newspapers.

Although GALILEO does index newspapers and popular magazines, for college-level research, it is best used for accessing academic journals. Almost all content in academic journals is **peer-reviewed**. That means that other scholars have read the articles and judged them to be accurate according to the research rules of that discipline.

For example, if an article is in a biological sciences journal, other biologists have read the article and determined that the information is sound and worth contributing to their

Periodicals

works that are published on a regular, ongoing basis, such as magazines, academic journals, and newspapers

Peer-reviewed

a review process in which other scholars have read a work of scholarly writing (an article, book, etc.) and judged it to be accurate according to the research rules of that discipline

GALILEO

options

- **Browse by subject** shows all databases in specific subject areas.
- **Browse by type** lets you see resources based on format (maps, images, statistics, etc.)
- **Databases A-Z** shows all 300+ databases, sorted alphabetically
- **Journals A-Z** lets you look up items starting with a citation.



Searching: Discover GALILEO

GALILEO

"attention deficit disorder" AB Abstract Search Clear ?

AND medicat* Select a Field (optional)

NOT adult* Select a Field (optional) + -

[Basic Search](#) [Advanced Search](#) [Search History](#)

Search Options

Reset

Choose a discipline to search

Disciplines ?

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Agriculture & Agribusiness | <input type="checkbox"/> Consumer Health | <input type="checkbox"/> Information Technology | <input type="checkbox"/> Political Science |
| <input type="checkbox"/> Anatomy & Physiology | <input type="checkbox"/> Dance | <input type="checkbox"/> Language & Linguistics | <input type="checkbox"/> Politics & Government |
| <input type="checkbox"/> Anthropology | <input type="checkbox"/> Dentistry | <input type="checkbox"/> Law | <input type="checkbox"/> Power & Energy |
| <input type="checkbox"/> Applied Sciences | <input type="checkbox"/> Diplomacy & International Relations | <input type="checkbox"/> Library & Information Science | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Architecture | <input type="checkbox"/> Drama & Theater Arts | <input type="checkbox"/> Life Sciences | <input type="checkbox"/> Public Health |
| <input type="checkbox"/> Arts & Entertainment | <input type="checkbox"/> Earth & Atmospheric Sciences | <input type="checkbox"/> Literature & Writing | <input type="checkbox"/> Religion & Philosophy |
| <input type="checkbox"/> Astronomy & Astrophysics | <input type="checkbox"/> Economics | <input type="checkbox"/> Marketing | <input type="checkbox"/> Science |
| <input type="checkbox"/> Biography | <input type="checkbox"/> Education | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Social Sciences & Humanities |
| <input type="checkbox"/> Biology | <input type="checkbox"/> Engineering | <input type="checkbox"/> Military History & Science | <input type="checkbox"/> Social Work |
| <input type="checkbox"/> Biotechnology | <input type="checkbox"/> Environmental Sciences | <input type="checkbox"/> Mining & Mineral Resources | <input type="checkbox"/> Sociology |
| <input type="checkbox"/> Botany | <input type="checkbox"/> Ethnic & Cultural Studies | <input type="checkbox"/> Music | <input type="checkbox"/> Sports & Leisure |
| <input type="checkbox"/> Business & Management | <input type="checkbox"/> Film | <input type="checkbox"/> Nursing & Allied Health | <input type="checkbox"/> Sports Medicine |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Forestry | <input type="checkbox"/> Nutrition & Dietetics | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Communication & Mass Media | <input type="checkbox"/> Geography & Cartography | <input type="checkbox"/> Oceanography | <input type="checkbox"/> Veterinary Medicine |
| <input type="checkbox"/> Complementary & Alternative Medicine | <input type="checkbox"/> Geology | <input type="checkbox"/> Pharmacy & Pharmacology | <input type="checkbox"/> Visual Arts |
| <input type="checkbox"/> Computer Science | <input type="checkbox"/> Health & Medicine | <input type="checkbox"/> Physical Therapy & Occupational Therapy | <input type="checkbox"/> Women's Studies & Feminism |
| <input type="checkbox"/> Construction & Building | <input type="checkbox"/> History | <input type="checkbox"/> Physics | <input type="checkbox"/> Zoology |

Search Modes and Expanders

Search modes ?

- Boolean/Phrase
- Find all my search terms
- Find any of my search terms
- SmartText Searching [Hint](#)

Apply related words

Also search within the full text of the articles

Apply equivalent subjects

Limit your results

Full Text

Journal Name

Title

Collection

- All
- Civil Rights Digital Library
- 1968 sanitation workers strike
- African American odyssey

Language

- All
- Catalan
- Chinese
- Croatian

Georgia Digital Collections Only

Scholarly (Peer Reviewed) Journals

Published Date

Month Year - Month Year

Author

Location

- All
- .CIRCULATION DESK--1st Floor--Entrance
- ARCHIVES -- 2nd Floor -- Ask Staff
- BESTSELLERS--1st Floor--East Wing

Image Quick View Types

- Black and White Photograph
- Color Photograph
- Graph
- Map
- Chart
- Diagram
- Illustration

Catalog Only

Search



[Return to GALILEO](#) | [About GALILEO](#) | [Contact Us](#) | [Help](#)

Discover Quality Content | An Initiative of the University System of Georgia

Figure 5.5

field of study. If it's a journal in psychology, the writers followed correct procedures for gathering data on human subjects and interpreting the data. Because GALILEO indexes peer-reviewed material and because much of what is there has been published in a print form, the publisher stands behind the publication and is responsible for the information's reliability.

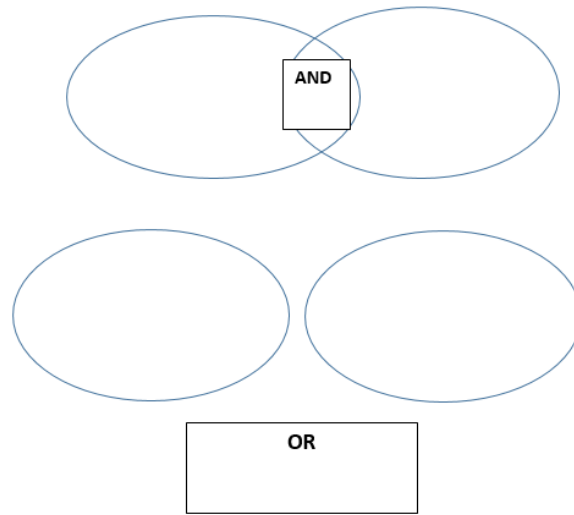
Many students like to use Google Scholar to find journal articles, and it is a good source for finding the publication information, but often users cannot actually access the full article because a subscription fee must be paid. You will not have that problem in GALILEO. The surrounding pages have screenshots of GALILEO to explain how to use it.

On the "About Roberts Library Page," find the GALILEO link (Figure 5.2). If you are on campus, you will go directly to the GALILEO page; if you are off-campus, you will have to sign in with your username and password for MyDaltonState. You might also be prompted to type in a specific password for GALILEO, but that password changes each semester, so you will have to consult your instructor or the library to obtain it.

At the GALILEO page, you will have several options (see the box at right). The large search box featured prominently on the page can be a good place to start, but does not include all the content and features of many valuable databases, which is especially helpful for in-depth subject research, such as that done in upper-level classes. The search box defaults to a basic search, but "Advanced Search" will allow you to select your preferences before you start.

Let's say you are researching medications prescribed to treat attention deficit disorder in children. You do not want to find information about medications used for adults. You can target your search through GALILEO's Advanced Search function (you can do the same thing with Internet Search Engines like Google or Yahoo!). Advanced Search lets you control where search terms appear, include multiple search parameters, exclude terms, and customize your search as desired.

An example of these techniques is shown in Figure 5.5. Notice first the words "attention deficit disorder" in quotation marks. Using the quotation marks is not always necessary, but it will work to keep those words as a unit and the search engine will not look for "attention" or "deficit" or "disorder" by themselves. Also notice that in the dropdown menu beside it, "Abstract" is highlighted. Again, this is not always necessary, but if the article is really about "attention deficit disorder," that unit of words will



Interlibrary Loan

If you are unable to access the full text of an article, and would like to order a copy, the library's Interlibrary Loan service can help you, usually for free! Email ill@daltonstate.edu with the details about the article you would like, and you will receive an electronic copy of it to read. Like GIL Express, be sure to allow yourself a few extra days for this service.

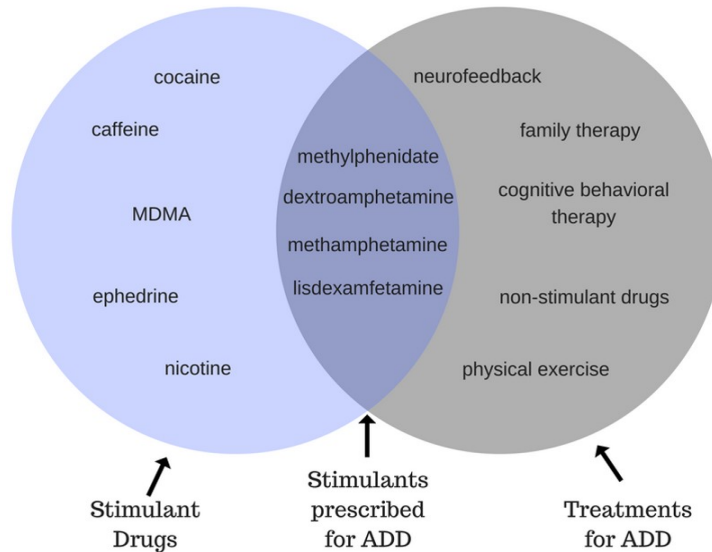


Figure 5.6

appear in the **abstract**. An abstract is a summary that accompanies every article in the databases, and abstracts are commonly written to accompany academic articles when published.

Also notice that two other words placed in the second and third boxes of the search engine; the Advanced Search allows for more focused search in this way. For “medication” an asterisk is placed at the end, which works as a placeholder. The search engine will look for “medication” and “medications” in this case. The researcher could use “medicat*” for “medicated,” “medication,” etc. The same approach is used in the last box—“adult*” for “adults” or “adult.”

However, you will see that the word “AND” is switched to “NOT” before the last box. This is part of **Boolean search**. This term refers to a method of using search engines in databases and the Internet that allows the user to combine key terms or words with the “operators” AND, NOT, or OR to find more relevant results. By doing so, the researcher excludes any articles that have the words “adult” or “adults” in the abstracts. You also have the option to use the word OR, which further affects your search.

In a Boolean search, if you use “AND,” the search engine will only look for records that have “attention deficit disorder” AND “medication*” in them, which will give you fewer results (but likely better ones in terms of what you are looking for). If you use the word OR, the search engine will look for articles that have “attention deficit disorder” OR “medication*” in them—obviously not what you want because you would get articles that are about medication but have nothing to do with attention deficit disorder.

The Boolean search method comes from mathematics, and you can think of it like a Venn Diagram. If you use “AND,” you get fewer results. If you use “OR,” you get more, but the results may not be precise for what you are trying to find.

Figure 5.6 illustrates the Venn Diagram principle and a Boolean search example. Using the search terms “Stimulant Drugs” OR “Treatments for ADD” will include everything in the whole diagram. “Stimulant Drugs” AND “Treatments for ADD” will only include the center portion. “Stimulant Drugs” NOT “Treatments for ADD” will give you the results shown on the left side only, while “Treatments for ADD” NOT “Stimulant Drugs” will return the search results depicted on the right side of the diagram only.

As you can see, you can control your search a great deal, even making it so specific that nothing will be found! If you look below the search fields in Figure 5.5, you will find that you can

Abstract

a summary that accompanies articles in databases

Boolean search

a method of using search engines in databases and the Internet that allows the user to combine key terms or words with the “operators” AND, NOT, or OR to find more relevant results

also put other controls on what the search engine finds. You can control for the date of the publication, the language, the format, and other factors. The next screen we will look at for this GALILEO search shows what would actually come up when you click the “Search” button (Figure 5.7).

From this results page, you can read the first article by clicking the “PDF Full Text” icon at the bottom of the record. The next two search results do not show any full text options. This means you will have to click the blue “Find It” button to check for access. If none is available, don’t worry—the library can order a copy using Interlibrary Loan (see box to the right).

If you click on the title of an article, you will go to the screen shown in Figure 5.8, which gives you more information, and offers helpful tools on the right hand side of the screen. The “Cite” tool is popular, because it will generate a pre-formatted entry for your Works Cited (MLA) or References (APA) page, which you can cut and paste into your paper. You can also read the abstract to see if it is what you are really looking for before printing it. Additionally, you can email the article to yourself and do a number of other functions.

This has been a short look at a basic search in GALILEO. You can access articles by searching individual databases, some of which catalog articles from journals in specific disciplines, such as psychology, education, medicine, or literature. There is one database worth examining that can greatly help you in your finding sources for your speeches.

The database that many public speaking instructors like to recommend to their students is Opposing Viewpoints Resource Center (OVRC). This database covers hundreds of topics. Even better, OVRC will provide articles from a variety of periodicals

On citation

The field of communication uses APA (American Psychological Association) format, used in most sciences. Your instructor may allow you to use MLA (Modern Language Association) instead, which is used in English classes.

The Online Writing Lab for Purdue University (<https://www.owl.english.purdue.edu>) is a great resource. Roberts Library also has helpful library guides on [MLA](#) and [APA](#).

When using automatically generated citations, be sure to proofread.

As helpful as computers are, they are not infallible!

The screenshot shows the GALILEO search engine interface. At the top, there are navigation links for 'New Search' and 'Pictures and Videos'. The search bar contains the query '"attention deficit disorder" AND medication* NOT adult*'. The search results are displayed in a list format, with three results visible. The first result is titled 'Medication and creativity in Attention Deficit Hyperactivity Disorder (ADHD)' and is from the 'Academic Journal' database. The second result is 'Nonmedical Use of Prescription Medication Among Adolescents Using Drugs in Quebec' and is also from the 'Academic Journal' database. The third result is 'Dopamine/serotonin releasers as medications for stimulant addictions' and is from the 'Academic Journal' database. On the left side, there is a 'Refine Results' panel with options for 'Current Search', 'Limit To', and 'Limit by Type'. On the right side, there is a 'Newsires' panel with links to 'Woman accused of tamperin...'.

Figure 5.7

The screenshot shows the EBSCOhost search engine interface. The search bar contains the query '"attention deficit disorder" AND medication* NOT adult*'. The search results are displayed in a list format, with one result visible. The result is titled 'Guest Commentary. Energy drinks for children and adolescents: Cage the beast.' and is from the 'Brown University Child & Adolescent Behavior Letter'. The authors are 'Paccione-Dyszlewski, Margaret'. The source is 'Brown University Child & Adolescent Behavior Letter, May2013, Vol. 29 Issue 5, p8-8. 1p.'. The document type is 'Article'. The subject terms are '*BEVERAGES', '*CAFFEINE', '*CHILDREN -- Health', '*TEENAGERS -- Health', and '*ENERGY drinks'. The NAICS/Industry Codes are '325411 Medicinal and Botanical Manufacturing'. The abstract is 'The article provides information on energy drinks and different risks related to it. According to the survey conducted emergency room visits involving energy drinks doubled and visits made by males were more than visits made by females. Youngsters taking prescription medications for attention deficit...'. On the left side, there is a 'Detailed Record' panel with a 'PDF Full Text (431KB)' link. On the right side, there is a 'Tools' panel with links for 'Add to folder', 'Print', 'E-mail', 'Save', 'Cite', 'Export', 'Create Note', 'Permalink', and 'Share'.

Figure 5.8

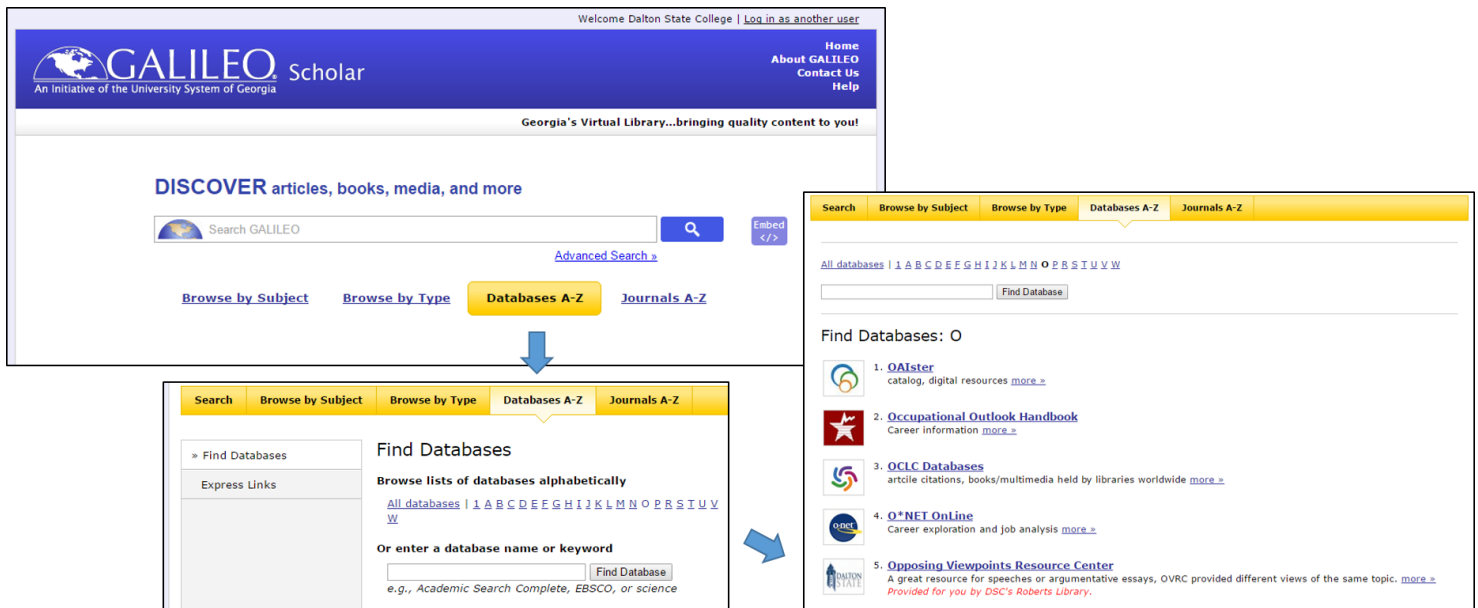


Figure 5.9

(magazines, newspapers, and academic journals) that explore both sides—pro and con—of current issues. For example, if you want to research the subject of raising the minimum wage, OVRC will provide articles on why it should be raised and why it should not be raised from moral, economic, practical, and political viewpoints. One of the values of OVRC is that when you are preparing your persuasive speech you will need to know the arguments of the “other side” so that you can bring them up in your speech and refute them.

To access Opposing Viewpoints Resource Center, use the “Databases A-Z” option on the main GALILEO page, then click on “O” and find it in the list. (this process is illustrated in figure 5.9). You can browse the subject categories, or search by keyword. See Figure 5.10 for a look at this database. Note that many of the tools, such as email, print, and cite, are available in this database as well.

5.3 – Research on the Internet

We’ve all had the experience of typing a search term into Google and coming up with 5,000,000 “hits.” What can you do with 5,000,000 webpages? Of course, not all of them are relevant or reliable. The first ones, at least on Google, will be businesses trying to sell their products. This is how Google makes money, and it does it very well. The second one will probably be Amazon

The screenshot shows the Gale Opposing Viewpoints in Context website interface. At the top, there is a search bar with the text "Minimum Wage" and a search icon. Below the search bar, there are navigation options like "Advanced", "Bookmark", and "More". The main content area is divided into several sections:

- Featured Video:** A video thumbnail with the text "THESE DOORS STAY OPEN" and "Planned Parenthood". Below it, a caption reads: "Volunteers grant clients access to a Planned Parenthood facility. Federal funds are not used for abortions, but debate continues in Congress regarding funding for other health services the clinics provide. [View More](#)"
- Featured News:** A section with a "Newsweek" logo and several news headlines, including "Donald Trump's Border War: On the Frontlines in the Battle...", "Kim Jong Un, Donald Trump and the Looming Nuclear Crisis in...", and "How Donald Trump is Fueling ISIS: From his clumsy comments..."
- Business and Economics:** A grid of links including "Affordable Housing", "Health Insurance", and "Internships".
- Energy and Environmentalism:** A grid of links including "Flint Water Crisis", "Global Warming", and "Water Pollution".
- Health and Medicine:** A grid of links including "E-Cigarettes and Vapor Products" (marked as new), "Marijuana", and "Mental Health".
- Law and Politics:** A grid of links including "LGBT Rights and State Laws", "Sentencing and Prison Reform", and "Undocumented Immigrants".
- National Debate Topic:** A grid of links including "2016-2017 National Debate Topic", "China", and "United States Foreign Relations".
- Science, Technology and Ethics:** A grid of links including "Net Neutrality", "Sharing Economy", and "Twitter".
- Society and Culture:** A grid of links including "Black Lives Matter" and "Misinformation on Social Media" (marked as new).
- War and Diplomacy:** A grid of links including "Iran" and "Islamic State in Iraq and Syria (ISIS)".

Figure 5.10

Wikipedia, and the next few will be the websites that get the most traffic.

If you type in “attention deficit disorder” (with the quotation marks) on any given day (it will of course change from day to day), you might find something like the image shown in Figure 5.11. No surprises; you have seen this many times, or something very similar. In this case, some of the top links look like they could be useful for reliable information, but we know this is not always the case.

If you “Google” the term “Advanced Search,” you will be taken to Google’s Advanced Search page. The same is true in Yahoo!; if you type “Yahoo! Advanced Search USA” into the YAHOO! basic search engine, you will find a more sophisticated search engine. Pictures of the two are found in Figure 5.12 (Google) and 5.13 (Yahoo!). These advanced search engines are

The screenshot shows a search engine interface with a navigation bar at the top containing 'Web', 'Images', 'News', 'Videos', 'Books', 'More', and 'Search tools'. Below the navigation bar, it indicates 'About 3,360,000 results (0.31 seconds)'. The main content area displays several search results for 'Attention-deficit/hyperactivity disorder'. The first result is an advertisement for 'Adults With ADHD Symptoms' from 'www.adhdtreatmentforadults.com/'. The second result is 'Adult Attention Deficit Disorder - alOt.com' from 'health.alot.com/Adult_ADHD'. The third result is 'What Is Attention Deficit - smartkidswithld.org' from 'www.smartkidswithld.org/ADD'. The fourth result is 'Scholarly articles for "attention deficit disorder"' listing several academic papers. The fifth result is 'What is Attention-Deficit Disorder? - Add-adhd.org' from 'www.add-adhd.org/ADHD_attention-deficit.html'. On the right side, there is a detailed information panel for 'Attention-deficit/hyperactivity disorder', including a description, a 'Very common' status (more than 3 million US cases per year), and a 'Medically manageable' status (treatment can help). The panel also lists sources like Mayo Clinic and provides a 'More about this condition' link.

Figure 5.11

The screenshot shows the 'Advanced Search' page. It features a section titled 'Find pages with...' with five search criteria: 'all these words:', 'this exact word or phrase:', 'any of these words:', 'none of these words:', and 'numbers ranging from:'. Each criterion is followed by a text input field. Below this section is a section titled 'Then narrow your results by...' with six filter options: 'language:' (dropdown menu set to 'any language'), 'region:' (dropdown menu set to 'any region'), 'last update:' (dropdown menu set to 'anytime'), 'site or domain:' (text input field), and 'terms appearing:' (dropdown menu set to 'anywhere in the page').

Figure 5.12- Google's Advanced Search Engine Page

The screenshot shows the Yahoo! Advanced Web Search interface. At the top, there's the Yahoo! logo and navigation links for 'Yahoo - Search Home - Help'. Below that is a blue header for 'Advanced Web Search'. A text box explains that users can create a very specific search by filling in fields. A 'Yahoo Search' button is visible. The main section is titled 'Show results with' and contains four rows of search options: 'all of these words', 'the exact phrase', 'any of these words', and 'none of these words'. Each row has an input field and a dropdown menu set to 'any part of the page'. A tip below explains that these options can be used to look for exact phrases or exclude pages with certain words. The 'Site/Domain' section has radio buttons for 'Any domain', 'Only .com domains', 'Only .edu domains', 'Only .gov domains', and 'Only .org domains'. There is also a field for 'only search in this domain/site:'. A tip explains that users can search for results in a specific website or top-level domains. The 'File Format' section has a dropdown menu set to 'all formats'. The 'SafeSearch Filter' section has a note 'Applies when I'm signed in:' and two radio buttons: 'Strict: filter out adult web, video and image search results - SafeSearch On' and 'Moderate: filter out adult video and image search results only - SafeSearch On'.

Figure 5.13 - Yahoo!’s Advanced Search Engine Page

easy to use and more useful to someone looking for focused, reliable information for a speech. They are also intuitive, especially now that you have seen the advanced search engines in GALILEO.

Before we continue, let’s clarify some common terms used in Internet searches. First, a couple of definitions and some background. All Internet sites have a **top-level domain**. You know these as .edu, .gov., .org., .com., or .net; Merriam-Webster (2016) formally defines it as a “section of the Internet that is made up of computers or sites that are related in some way (such as by use or source).” A website ends in the domain term; a webpage (the individual pages of a website) will have letters, punctuation, and numbers after the domain term and backward slash mark. This is part of a page’s overall web address, known as the URL.

Domains, of course, indicate the type of organizations using that “after the dot” set of letters. .ORGs are nonprofit organizations. They can have good information, but are not totally free from bias; the Democratic party’s website is a .ORG. .GOVs are websites for state, local, and federal governments. They also have a great deal of good information, but

Domain

a section of the Internet that is made up of computers or sites that are related in some way (such as by use or source); examples include .com, .edu, .net, and .gov

will not have information showing the negative sides of government policies. .EDUs are tied to colleges and universities (elementary and high schools are considered part of local governments and have .GOV in their URLs). Some of them have good research, but most are full of information geared for students at that institution. Of course, .COMs are for businesses. They are not totally unreliable, but one would not expect unbiased information on most of them. Ford.com is not going to post negative reviews of their vehicles' safety ratings. Monster.com is a good place for information on job searches, but it also wants to sell viewers a service.

Evaluating Websites

Finding a webpage with information on it is just the first step. How should they be evaluated so you know the information or analyses there is reliable? CAPOW is an acronym that can be used as a guide for determining how well suited a website or webpage may be for research purposes. According to Price (2008), who produced a video about CAPOW for YouTube, CAPOW stands for:

CURRENCY. Is the information posted on the site up-to-date? If studies are cited, are the dates of the information given? This standard will be more important with scientific, health, and current event topics. If information about the earthquakes in Haiti is from 2012, it is not reliable to explain what is happening there now.

AUTHORITY. Is the person or organization behind the site an authority, that is, has credentials, expertise, and the respect of others in the field? Having an education or doctorate is important, but it must be in that particular subject. Can you even determine who or what organization is behind the website?

PURPOSE. Is the person or organization behind the website trying to persuade you to a viewpoint or trying to further a cause? Can you recognize it? The fact that the organization is trying to advocate for something, such as disaster relief or ending animal abuse, does not mean the information is unreliable. In fact, it may be from very good sources. It just means you should be aware that it is presenting good evidence on one side of an issue, but there could be good evidence on the other side.

OBJECTIVITY. This one is closely tied to purpose; it also has to do with the sources from which the website uses quotes and evidence. For example, one of the "hot" topics in recent years has been whether infants and toddlers should be vaccinated. As you probably know, anti-vaccination advocates

cite studies from the past that seem to connect the chemicals in vaccines to autism and other conditions, even to fatalities in children. One must read carefully to determine who and what is being cited and look into more than a couple of sources on the Internet to get the full picture of this controversy. There are many websites that will provide information on both sides of the debate. Some will have .ORG in the domain. These organizations and sources can be very passionate in their writing, but passion, assertions, and name-calling do not signal reliable information.

WRITING STYLE. Have you ever received one of those emails telling you that you are inheriting money but you have to take some funds out of your bank account and wire it to someone, usually overseas? Many people fall for those, unfortunately, but they should not because the writing style usually has a number of mistakes in it and signs that the person is not familiar with English (along with the fact that the claims are kind of ridiculous). There are websites like this, too. Additionally, note the tone of the writing. Using the example above, a website called www.humanosphere.org is pro-vaccine, and contains a report on how the media became more pro-vaccine after the measles scare at Disneyworld. It refers to Disneyworld as “one of our nation’s holiest sites,” which shows a sarcastic tone.

Furthermore, in Chapter 3 and Chapter 7, the topic of using sources correctly is discussed. In both cases, you would want to be sure not to take information out of context. For example, on the website vaccines.procon.org, this statement appears in the “con” side: “According to the CDC, all vaccines carry a risk of a life-threatening allergic reaction (anaphylaxis) in about one per million children.” It is followed by a link to a formal citation. An unethical speaker could just leave out that last part and use the statement “According to the CDC, all vaccines carry a risk of a life-threatening allergic reaction (anaphylaxis)” to give the wrong impression of what the Centers for Disease Control published.

If all this makes you think that you should be skeptical of information on the Internet, at least in terms of using it for your speeches, then that is good—you should!

Of course, one source that many students have questions about using is Wikipedia. Most of us use Wikipedia or similar sites to look up the answers to pressing questions such as “Was

Val Kilmer in the film *Willow*?” or “When is the next solar eclipse?” However, it is unlikely that your instructor will be satisfied with your using evidence from Wikipedia (or other Wiki-type sites).

There are a couple of reasons for this. One is that Wikipedia is, like a dictionary, a basic reference source. Like a printed encyclopedia, it is used for basic or general information about a topic, but this means that it is not suitable for serious college-level research.

Additionally, because anyone on Wikipedia (or any Wiki site) can update information, there is no guarantee that what you read will be up-to-date or correct. While Wikipedia and its editors make every effort to maintain the accuracy of entries, with millions of pages on the site, that isn't always possible. Also, sometimes the information in Wikipedia is just plain wrong, and there are so many pages on Wikipedia that it is difficult to keep all of them up to standard. The previously cited CAPOW video gives the example of a posting from a few years back that claimed the comedian Sinbad had died, even though he is still alive. Another example, given in Thomas Friedman's *The World is Flat* (2005), is of a well-known CEO who spent years trying to clear his name when incorrect information about him was posted on Wikipedia and then reposted on several other sites.

Wikipedia is a good place to go to obtain basic information or general knowledge about your subject and you can use the references at the bottom of the page (if there are any) to look for information elsewhere. But saying to an audience, “my source for the information in this speech is Wikipedia” will probably do little to convince your audience that you are knowledgeable and have done adequate research for the speech.

5.4 – Conducting Your Own Research

Up to this point, we have discussed finding secondary sources or primary sources that are published. It is also possible for you to use some truly firsthand research in your speeches.

Surveys

The first type of primary research you can use is through surveys. Your instructor may ask you to construct a short survey to learn something about your audience before, for example, a persuasive speech. A survey can be helpful if the questions are correctly written and if the survey is not too long.

For the most part, a survey should use objective questions. That means questions with a few predetermined answers for the

survey-takers to choose from, such as multiple-choice, true-false, I agree/Neutral/I disagree, or yes-no. If the researcher wants to construct a multiple choice question, he or she must try to provide all the reasonable options. For example, if the student wanted to give a speech about why consumers should not buy gas with ethanol, and used the question:

What grade of gas do you buy for your car?

Regular

Medium

High Octane/Premium

This question left out the option of diesel. It also failed to account for students who don't own or drive a car, who are unsure what grade of gasoline they buy, or who buy more than one grade of gasoline. You also don't want to ask open-ended questions for a short survey like this. If you wanted to know what grocery store in the area your audience patronized, this question would be a problem:

At which grocery store does your family shop?

The version shown below would be more useful and easy to interpret:

At which of these grocery stores does your family shop?

- ◇ Food Lion
- ◇ Food City
- ◇ Target
- ◇ Publix
- ◇ Kroger
- ◇ Save-a-Lot
- ◇ Walmart
- ◇ Shoprite
- ◇ Other: _____

Additionally, you should allow the people taking your survey to select more than one of the responses, since few people shop at just one store. Or you could phrase the question, "At which of these grocery stores does your family spend most of its money?" In that case, there would only be one answer, and it would tell you more specific information.

The criteria for what constitutes a “short” survey are fluid, but five questions would probably be enough to let you know what you need. A survey taker would probably become tired of answering a long list of questions or suspicious of too many, too vague, or too personal questions, making them likely to give totally honest answers. Asking what brand of shampoo someone uses is less intrusive than asking how many times a week someone washes her hair.

If you want to know about attitudes of your audience, you should write questions in an unbiased way. “Do you favor raising the minimum wage in our state to \$15.00 per hour?” is more balanced than “Do you believe that business owners in our state should be required to treat their employees better by having to raise their minimum wage to a more reasonable and fair \$15.00 per hour?” You also would not want to insult your survey takers with questions such as “Do you agree that young people whose parents brought them into this country illegally should be deported?” You also want to state the issue positively. A question like “Are you against the government repealing cuts to Medicaid?” is confusing; better, “Should the government increase or decrease Medicaid spending?”

Finally, how should you administer the survey? Today there are online tools, even free ones, for surveys; probably the most popular are Survey Monkey and Google Forms. These are easy to use and helpful for short surveys; usually you need to pay a fee for extensive surveys to large numbers of people. You can also interview people orally with surveys, but that is time-consuming and often hurts the anonymity that we expect with surveys. Your instructor may have you make photo-copies and pass them around class. Either way, knowing your audience’s level of knowledge and their attitudes about your topic ahead of time can be a helpful source in creating an audience-centered speech.

Interviews

You may also benefit from conducting an interview with a person who is knowledgeable about your topic, such as a professional with educational and career credentials in their field. Using a first-hand interview will add a great deal of credibility to your speech, if done correctly. If you are going to give a speech about the effects of the No Child Left Behind policy or the Common Core standards, it makes sense to talk to an elementary school principal for her knowledge and expertise on the issue.

However, there are good ways to do this and bad ways. Here are some valuable strategies.

1. Do the interview **AFTER** you have read some published sources on the topic, not before. You should have a good understanding of the basic issues involved. For example, if you are giving a persuasive speech on drinking and driving and you want to interview a state trooper, you should have gathered the statistics on the problem and information on the laws in your state from published sources or the Internet before interviewing the officer.

If you are interviewing a registered nurse who works in a mental health facility about the problems faced by those suffering from schizophrenia, you would want to be sure to understand the terminology of the disease, how prevalent it is, some information on causes, and how schizophrenia presents itself in a patient. You will be far more knowledgeable and able to ask good questions if you have a foundation.

2. Be sure you have chosen the right person. Another instructor at your college may not be willing to be interviewed because he or she may think you are trying to get out of doing research in published sources.
3. Make an appointment with the interviewee, and be on time for it. Likewise, assume that the person you are interviewing is busy and cannot give you lots of time. This assumption may be wrong, but it's better to go in with the expectation of limited time than to expect the person to speak with you for an hour.
4. Prepare your questions in advance and have your questions in a logical order. Do not say, "I have to give a speech on _____. What can you tell me about it?"
5. Ask the person for information you cannot get from other sources. For example, the interviewee will probably not know national statistics off the top of her head. She will know about her daily experience with the topic. The principal mentioned before will be able to talk about test score trends at her school, but not across the nation.
6. Be sure not to ask inappropriate, proprietary, or embarrassing questions. If you were interviewing a human resources officer about how the company trains employees to prevent safety hazards, he probably would not respond well to "How many workers' compensation claims has this company had to file this year?" You are not an investigative journalist.
7. Finally, write the person a thank you note or email afterward. He or she has done you a big favor, it's the right thing to do, and you might need to network with that professional later.

What to Do with All These Sources

As you prepare your speeches for this course, your instructor will probably have specific requirements for your sources. He or she might require a mix of sources in different formats. Chapters 3, 7, 9, 12, and 13 all discuss supporting material and evidence to some extent, including how to cite sources in a speech and how to avoid plagiarism. One question you might have is, **“should I cite every piece of information I find and use in the speech?”**

Some information is considered “common knowledge,” and if it is, it usually does not have to be “cited.” Usually we think of this as the general kind of historical or scientific information found in encyclopedias. That the chemical formula for water is H₂O and that it freezes at 32 degrees Fahrenheit is general knowledge. Everyone knows that. But common knowledge goes a little further. Generally, if you use ten sources for your speech, and over half of them have the same piece of information, you can consider that common knowledge.

What you would want to cite is “unique” knowledge, information you find in one source and that is both reliable and supportive of your speech. If one particular source goes into more detail and depth about a subject and provides information not found in most of the other sources, that would be “unique” and something you would cite.

Of course, another, and usually the best, option is to find the original source. If you were researching the topic of sexual harassment and found the same definition of it on several sources, you might be tempted not to cite any source for that definition. But the original source is important—the federal government’s Equal Employment Opportunity Commission. It would make sense to cite the information as coming from a federal government agency.

Conclusion

This chapter has covered a lot of information that will be useful to you in your public speaking class as well as other classes. Having a strong research foundation will give your speech interest and credibility. This chapter has shown you how to access information but also how to find reliable information and evaluate it.

Something to Think About

What do you think are the biggest obstacles to doing good research for a speech?

How would doing research for a speech, such as informative speech for this class, differ from research for a paper in a discipline class, such as psychology or history?

As you progress in your major, you will have opportunities to do undergraduate research. How do you think that will differ from the research you are doing for this course?