



# APPENDIX: SAMPLE PRESENTATIONS

Within this appendix, you will find examples of average student presentations to use as a reference point when constructing your own. You will also find an actual presentation, which was given by Zach Wahls—then a student at the University of Iowa—to the Iowa House Judiciary Committee.

There are a few things to note about the items appearing within this appendix and about presentations in general.

First, you will notice that the student presentations are written in full sentence outline form. Many instructors have students use such an outline format when developing presentations. Other instructors have students use a manuscript format when developing presentations. Additional speeches—written in a manuscript format—are included on the student website. Making both versions available will assist with the development of your presentations, regardless of the format required by your instructor.

Second, the presentations written in outline format include two versions. One version is “good,” and the other version “needs improvement.” In other words, one version represents what an average presentation, generally meeting the necessary requirements of a presentation, might look like. The other version represents what a presentation not meeting those requirements might look like. Comments are included in each of them to give you an idea of what the speaker is doing right and what the speaker is doing wrong.

Third, you may notice that the actual presentation does not exactly adhere to the requirements of a presentation offered in this book and as perhaps given by your instructor. The guidelines included in this book, and those generally included in communication classrooms, are for formal presentations in ideal situations when it is possible to directly include all of the suggested elements of a presentation. In reality, formal presentations and ideal situations are few and far between outside of the classroom and a few other settings. In reality, a person may be given only a few moments to speak in front of a committee, to a group of work colleagues, at a forum on campus, or in other circumstances. The format and context of the speaking situation might be entirely different than you might experience in the classroom.

So, you might be wondering why formal presentations are taught and such specific components as orientation phase, enumerated preview, clincher statements, and others are so strongly encouraged in this book and might be required in your communication course. The reason is that although you may never give a formal presentation outside of the classroom, we, and your instructor, want to make sure you are aware of what is included and how to do it.

Possessing this knowledge and ability will assist you when you are presenting material in less formal and everyday situations. You will be able to explicitly include elements that might be appropriate given the speaking format and context, while being able to include the spirit of other elements less explicitly. For instance, you might include an attention getter but not directly include references to relational connections with the audience. Instead, realizing the importance of relational connections, the qualities and virtues of relationships might be included through mentioning shared experience, using the pronoun “we” instead of “I,” or talking about the importance of relationships in general. In some cases, expected protocol dictates particular procedures take place that may counter formal speaking practices. For instance, at a committee meeting, it might be expected that each speaker end by thanking the board, which means not ending with a clincher statement.

Being taught how to construct and deliver a formal presentation that you might give in the classroom will provide you with the tools needed to deliver presentations in other situations. You will figuratively be given a box of tools and taught what they are and how to use them. Then, in each unique situation you find yourself, you will be able to use those tools to develop a presentation specific to that particular moment.

The instructional foundation you receive through this book and through your communication course will prepare you for speaking in any personal, professional, and civic endeavor.

### **Persuasive Student Presentations**

Beating Traffic Bottlenecks—Good Version

Beating Traffic Bottlenecks—Needs Improvement Version

### **Informative Student Presentations**

How to Check and Add Oil in Your Vehicle—Good Version

How to Check and Add Oil in Your Vehicle—Needs Improvement Version

### **Actual Presentation**

Iowa House Judiciary Speech—Zach Wahls

## BEATING TRAFFIC BOTTLENECKS— GOOD VERSION

<b>General Purpose:</b>	Persuade
<b>Specific Purpose:</b>	The purpose of this presentation is to persuade the audience to incorporate alternative travel methods into their rush-hour commute plans.
<b>Thesis Statement:</b>	Including alternative travel options into rush-hour commute plans provides many benefits.
<b>Organizational Pattern:</b>	Topical

### Introduction

- I. Attention-Getting Device: How many of you hate being stuck in traffic that looks like this? (Show screen grab from traffic report).
- II. Orientation Phase: Researchers have estimated that we spend nearly 38 hours stuck in traffic each year, and that time is predicted to increase in the coming years (Distractify.com, 2014).
- III. Credibility and Relational Connection: As a college student like you, I value what little spare time is available to me and would much rather be doing anything else other than sitting in traffic. So, throughout the previous two months, I have been researching ways to overcome traffic woes and have personally tested alternative means of transportation.
- IV. Purpose and Thesis: The purpose of this presentation is to persuade you to incorporate alternative travel methods into your rush-hour commute plan. Doing so will provide you with numerous benefits.
- V. Impact of the Topic and Speech: Consider the statistic provided earlier. In addition to actual drive time, you are spending 38 hours stuck in traffic. That is nearly an entire work week. The information we discuss today can help prevent the loss of that time and even provide you with additional benefits.
- VI. Enumerated Preview: In what follows, we will discuss the following three options: (1) mass transit, (2) bike riding, and (3) walking.

*Transition: Let's start by exploring a common choice, mass transit.*

### Body

- I. Mass transit services provide alternatives when faced with thick traffic.
  - A. Mass transit options include catching a bus, riding a train, and hopping onto a streetcar.

The speaker gains audience attention with a hypothetical question, bolstered by a specific scenario and visual.

The speaker uses a statistic to help the audience better understand and appreciate the topic.

The speaker connects on a relational level with students by mentioning shared concerns as college students. The student also mentions conducting research and personal experience with the topic. Both of these actions enhance audience perceptions of the speaker's credibility.

The speaker provides the purpose and thesis of the presentation, so the audience will know exactly what will be expected and argued.

The speaker focuses the importance of the topic and speech on the lives of the audience.

The speaker explicitly mentions each main point, providing the audience with a map of what is to come and assisting audience members in recalling what was discussed following the presentation.

The speaker guides the audience through the use of a transition.

The speaker uses clear main points, each of which stay focused in support of the thesis.

- B. According to the Washington Metropolitan Area Transportation Authority (n.d.), mass transit is one of the most used methods of transportation in the region—more than 435 million trips were completed using mass transit services in 2013.
- C. Most of us live and work within 1.5 miles of a bus stop serviced by local and commuter regional lines and within 5 miles of a train station (Washington Metropolitan Area Transportation Authority, n.d.), so mass transit is convenient.
- D. In addition to convenience, benefits such as low fares and reduced emissions make mass transit a good alternative to driving during rush hours (All Points Transit, 2012).

*Transition: If, however, these benefits aren't enough to convince you to try mass transit services, I'd like you to consider another alternative—riding a bike.*

- II. Bike riding is an effective way to avoid rush-hour traffic.
  - A. According to writer Chris Baskind (2010) of the Mother Nature Network, some benefits of riding a bike include financial savings, small manufacturing footprints, and decreased road wear.
  - B. The fact that bikes can also use alternative routes and lanes also means getting where you are going quicker, especially when traffic is particularly heavy.
  - C. Biking can also lead to improved health.

*Transition: Biking is a good alternative for rush-hour travel. And, happily, I can tell you much of the same can be said about the last alternative I'd like to present.*

- III. Walking is a good alternative to consider using during peak traffic for many reasons.
  - A. Walking helps alleviate congestion on crowded roads.
  - B. Walking also improves health, with *Health Magazine* (2014) noting that people who walk to work are less stressed, better able to focus, feel better, and have a better sense of mental health.
  - C. And, because walking requires no significant cash outlay, can be used to cover short and long distances, can be done on impulse, and is something just about anyone can do, it should certainly be considered a viable alternative for your rush hour commute.

*Transition: Indeed, mass transit, riding bikes, and walking are all good alternatives to incorporate during rush hour.*



The speaker's support material for each main point is relatively equal in scope and importance.

The speaker uses a wrap-up signal that does not bring the speech to a stop but rather introduces the beginning of the conclusion.

The speaker restates the thesis to assist the audience in recalling it following the presentation.

The speaker summarizes each main point instead of just listing each main point to reinforce what was discussed.

The speaker provides the audience with specific motivation so that the audience knows exactly what is expected.

The speaker reinforces a relational connection with the audience, reinforcing credibility and their own association with the topic.

The speaker ends strongly and smoothly, providing the audience with a memorable image and reconnecting with the beginning of the presentation.

The speaker ensures that references are accurately and completely cited.

## Conclusion

- I. Wrap-Up Signal: As we begin to conclude this presentation, I want us to consider what has been discussed today.
- II. Restatement of Thesis: Including alternative travel options into rush hour commute plans provides many benefits.
- III. Summary of Main Points: We discussed the use of mass transit as one way to avoid traffic. Mass transit is convenient and includes such benefits as low fares and reduced emissions. We then discussed bike riding as an alternative to avoid rush-hour traffic. The many benefits mentioned include financial savings, small manufacturing footprints, and decreased road wear, quicker commutes, and improved health. Finally, we discussed walking as alternative during peak traffic times. Walking helps alleviate congestion on crowded roads, provides many health benefits, and is cost efficient.
- IV. Audience Motivation: The next time you are faced with heavy traffic, incorporate one of these alternative travel methods into your rush-hour commute plan.
- V. Relational Reinforcement: As college students, our time is valuable and should be spent engaging in activities other than sitting in traffic.
- VI. Clincher Statement: If you incorporate these alternative travel methods, then maybe the next traffic report will look more like this . . . and less like this. (Show screen grab from traffic report where roads are less congested.)

## References

- All Points Transit. (2012). Why ride the bus. Retrieved from <http://www.allpointstransit.com/why-ride-the-bus>
- Baskins, C. (2010). 12 reasons to start using a bicycle for transportation. Retrieved from <http://www.mnn.com/green-tech/transportation/stories/12-reasons-to-start-using-a-bicycle-for-transportation>
- Distractify Staff. (2014). 30 surprising facts about how we spend our time. *Distractify*. Retrieved from <http://distractify.com/old-school/2015/01/07/astounding-facts-about-how-we-actually-spend-our-time-1197818577>
- Health Editor. (2014). Walking or biking to work can improve your mood. *Health Magazine*. Retrieved from <http://news.health.com/2014/09/15/walking-biking-to-work-seems-to-have-mental-health-benefits>
- Washington Metropolitan Area Transportation Authority. (2014). 2013 Metro ridership facts. Retrieved from [http://www.wmata.com/about\\_metro/docs](http://www.wmata.com/about_metro/docs)

## BEATING TRAFFIC BOTTLENECKS— NEEDS IMPROVEMENT VERSION

<b>General Purpose:</b>	Persuade
<b>Specific Purpose:</b>	The purpose of this presentation is to persuade the audience to incorporate alternative travel methods into their rush-hour commute plan.
<b>Thesis Statement:</b>	Including alternative travel options into rush-hour commute plans provides many benefits.
<b>Organizational Pattern:</b>	Topical








### Introduction

- I. Attention-Getting Device: Have you ever thought about traffic?
- II. Orientation Phase: A bunch of time is spent in traffic each year.
- III. Credibility and Relational Connection: I value what little spare time is available to me and would much rather be doing anything else other than sitting in traffic.
- IV. Purpose and Thesis: Including alternative travel options into rush-hour commute plans provides many benefits.
- V. Impact of the Topic and Speech: You should listen to this speech because it is pretty important.
- VI. Enumerated Preview: In what follows, we will talk about some ways to escape traffic and then why it might not work.

*Transition:*

### Body

- I. Mass transit services provide alternatives when faced with thick traffic.
  - A. Mass transit options include catching a bus, riding a train, and hopping onto a streetcar.
  - B. According to the Washington Metropolitan Area Transportation Authority (2014), mass transit is one of the most used methods of transportation in the region—more than 435 million trips were completed using mass transit services in 2013.
  - C. Most of us live and work within 1.5 miles of a bus stop serviced by local and commuter regional lines and within five miles of a train station (Washington Metropolitan Area Transportation Authority, n.d.), so mass transit is convenient.
  - D. In addition to convenience, benefits such as low fares and reduced emissions make mass transit a good alternative to driving during rush hours (All Points Transit, 2012).

-  The speaker uses a hypothetical question as an attention getter that has little substance or purpose.
-  The speaker provides no concrete information to enhance audience understanding or appreciation of the what is to come in the body of the presentation.
-  The speaker focuses on the self and does not connect with the audience. No discussion of knowledge of or experience with the topic is offered.
-  The speaker provides the thesis but does not tell the audience the purpose of the presentation.
-  The speaker does not actually tell the audience why the topic affects them or why they should listen to the presentation.
-  The speaker does not explicitly provide each main point.
-  The speaker fails to guide the audience from the introduction to the body of the presentation through a transition.

The speaker does not take the opportunity to reinforce the material or truly guide the audience through a strong transition.



*Transition: Next, . . .*

- II. Bike riding is an effective way to avoid rush-hour traffic.
  - A. According to writer Chris Baskind (2010) of the Mother Nature Network, some benefits of riding a bike include financial savings, small manufacturing footprints, and decreased road wear.
  - B. The fact that bikes can also use alternative routes and lanes also means getting where you are going quicker, especially when traffic is particularly heavy.
  - C. Biking can also lead to improved health.

*Transition: Biking is a good alternative for rush-hour travel. And, happily, I can tell you much of the same can be said about the last alternative I'd like to present.*

- III. Walking is a good alternative to consider using during peak traffic for many reasons.
  - A. Walking helps alleviate congestion on crowded roads.
  - B. Walking also improves health, with *Health Magazine* (2014) noting that people who walk to work are less stressed, better able to focus, feel better, and have a better sense of mental health.
  - C. And, since walking requires no significant cash outlay, can be used to cover short and long distances, can be done on impulse, and is something just about anyone can do, it should certainly be considered a viable alternative for your rush-hour commute.

*Transition: But, not everybody agrees.*

- IV. The views of those who disagree with the viability of these alternative travel methods are just as plentiful as are your options.
  - A. There are, for instance, those who feel recent WMATA system emergencies and associated tragedies prove them unsafe.
    - 1. They fail, however, to consider that most of these incidents involved poor upkeep, those breaking the law, and a lack of traveler focus.
  - C. There are also those who feel these options don't fully "bridge the gap between work and home" (Plummer, 2012).
    - 1. Our region does, however, play host to a variety of other services—Lyft, Uber, traditional cabs, and pedicabs included—to fill any voids that exist.

This main point, although connected to the topic, gets the presentation off track and does not support or develop the thesis and purpose. In most cases, it is best to include no more than three main points.



- D. And, finally, there are those who believe “bus and rail may not do much to ease gridlock” (Williams-Derry, 2011).
1. No, these options may not cut congestion by 50 or 90%.
  2. Nevertheless, having just one car off the road eases gridlock some.

*Transition: Indeed, mass transit, riding bikes, and walking are all good alternatives to incorporate during rush hour, but not everyone agrees.*

### Conclusion

- I. Wrap-Up Signal: In conclusion, . . .
- II. Restatement of Thesis: The purpose of this presentation is to persuade the audience to incorporate alternative travel methods into their rush-hour commute plan.
- III. Summary of Main Points: We discussed the use of mass transit, bike riding, and walking.
- IV. Audience Motivation: It is good to think about traffic sometimes.
- V. Relational Reinforcement: My time is valuable and should be spent engaging in activities other than sitting in traffic.
- VI. Clincher Statement: Thank you.

### References

- All Points Transit. (2012). Why ride the bus.
- Baskins, Chris. (2010). 12 reasons to start using a bicycle for transportation. Retrieved from <http://www.mnn.com/green-tech/transportation/stories/12-reasons-to-start-using-a-bicycle-for-transportation>
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- Plummer, B. (2012, July 11). Wonk blog: Why most Americans can't take mass transit to work. Washington Post. Retrieved from <http://www.washingtonpost.com/blogs/wonkblog/wp/2012/07/11/why-most-americans-cant-take-mass-transit-to-work>
- Washington Metropolitan Area Transportation Authority (2014). 2013 Metro ridership facts. Retrieved from [http://www.wmata.com/about\\_metro/docs/Metro%20Facts%202014.pdf](http://www.wmata.com/about_metro/docs/Metro%20Facts%202014.pdf)
- Williams-Derry, C. (2011, Feb. 25). Can better transit really reduce congestion? *Sightline Daily*. Retrieved from <http://daily.sightline.org/2011/02/25/can-better-transit-reduce-congestion>

- ◀ The speaker uses a wrap-up signal that seems like the presentation is ending rather than the conclusion is beginning.
- ◀ The speaker provides the purpose of the presentation rather than the thesis.
- ◀ The speaker simply lists the main points rather than summarizing each main point, missing an opportunity to reinforce what was discussed.
- ◀ The speaker does not provide the audience with explicit motivation.
- ◀ The speaker focuses on a personal connection with the topic rather than reinforcing a relational connections with the audience.
- ◀ The speaker does not include a clincher statement and instead ends the presentation weakly and in an unmemorable manner.
- ◀ Speaker does not include a complete citation.
- ◀ Speaker does not properly cite the author's name, using the complete first name rather than the initial.
- ◀ Speaker does not italicize the title of the newspaper as required in a proper citation.
- ◀ The speaker lists an incorrect or outdated web address.
- ◀ Speaker misspells the name of the author.



## HOW TO CHECK AND ADD OIL IN YOUR VEHICLE—GOOD VERSION

<b>General Purpose:</b>	Inform
<b>Specific Purpose:</b>	The purpose of this presentation is to inform audience members about how to check and add oil in their vehicles.
<b>Thesis Statement:</b>	Checking and adding oil in a vehicle only require a few simple steps.
<b>Organizational Pattern:</b>	Chronological

### Introduction

- I. Attention-Getting Device: According to AAA (2015), maintenance for a single vehicle costs nearly \$800.00 each year. The average household has about two vehicles, which makes the cost of yearly vehicle maintenance approximately \$1,600.00 per household. That is a lot of money, but you can eliminate much of the expense by doing some preventative maintenance yourself.
- II. Purpose and Thesis: Checking and adding oil in your vehicle is one way to save money on maintenance, so the purpose of this presentation is to inform you about how to do just that. Checking and adding the oil in a vehicle only require a few simple steps.
- III. Orientation Phase: Checking the oil in your vehicle is one of the most simple maintenance tasks you can perform. It is also among the most vital. According to the CarTalk website (2016), “without a good lubricant . . . parts of the engine rub together and wear each other out.” If your oil runs low, all of those important parts of an engine are rubbing together and wearing down.
- IV. Impact of the Topic and Speech: So, checking your oil and adding oil if necessary has the potential to save you from very expensive maintenance. This job will neither take much time, nor get you more dirty than a good hand washing will fix, and can save you a lot of hassle down the road. It is something that all of you can do.
- V. Credibility and Relational Connection: Like many of you, I do not consider myself a master mechanic. However, I have been personally checking the oil in my vehicles for a number of years, in addition to actually changing the oil and performing other forms of maintenance on my vehicles. I want to share some of this knowledge with you, so that you can begin doing the same thing.

The speaker gains audience attention with a statistic, bolstered by the potential for audience gain.

The speaker provides the purpose and thesis of the presentation, so the audience will know exactly what will to expect.

The speaker helps the audience better understand and appreciate the topic by explaining the purpose of what is being discussed.

The speaker focuses the importance of the topic and speech on the lives of the audience by explaining the potential to save money by doing something relatively easy.

The speaker connects on a relational level with students by mentioning shared background but also mentions experience with the topic. Both of these actions enhance audience perceptions of the speaker’s credibility.

- VI. Enumerated Preview: Checking and adding oil in your vehicle involves three steps. First, we will discuss what you need to do, materials you need, and how to check the oil level. Second, we will discuss how to add oil if necessary. Third, and finally, we will discuss how to finalize the process.

*Transition: So, let's get started with the initial step.*

## Body

- I. Step one involves gathering the correct materials and checking the oil level.
  - A. You will need 1–2 quarts of oil, a rag or paper towel, and a funnel—preferably not one you ever plan to use in the kitchen again.
  - B. The first thing you must do is open the hood and locate the dipstick, typically a circle or loop handle attached to a long flat metal rod.
  - C. Pull out the dipstick, and wipe it clean with the rag or paper towel. Then place it back into the tube. Take it back out and read the measurement. It is important to clean the dipstick and get a brand new measurement so that the reading is accurate.
  - D. Once you have done this, look at the bottom of the dipstick to see the amount of oil that is currently in your engine. You will see a few lines and some stripes or checkered spaces on the dipstick, indicating a safe amount of oil.
    1. If the oil falls in between or above the two holes, your car has enough oil and you are good to go.
    2. If the oil line is below the two holes, you should probably add some oil.
  - E. Replace the dipstick.

*Transition: If your vehicle requires oil, you will need to move onto step two.*

- II. Step two involves adding oil to the engine if necessary.
  - A. The first thing you must do in this step is to locate the oil cap.
    1. This is different from the dipstick.
    2. It will be the large cap with the universal oil can symbol. This symbol should be standard on every car but the placement of the oil cap will not be universal.

The speaker explicitly mentions each main point, providing the audience with a map of what is to come and assisting audience members in recalling what was discussed following the presentation

The speaker guides the audience through the use of a transition.

The speaker uses clear main points, each of which stay focused in support of the thesis.

The speaker's support material for each main point is relatively equal in scope and importance.



- B. After you have located the oil cap, remove the cap by screwing it off, place your funnel into the engine, and pour your oil in through the funnel.
  - 1. You will generally need to add 1–2 quarts, depending on how low your oil may be running.
  - 2. Make sure to pour your oil with the spout of the bottle on top, which gives you more control over how much you pour out at a time.
  - 3. Plus, when you have the spout on the bottom, the oil “glugs” a lot and increases the chance of spillage.

*Transition: This brings us to the third and final step.*

- III. Step three involves rechecking the oil level and finalizing the process.
  - A. Once you have put oil in the engine, recheck the oil level the same way you did the first time.
    - 1. Pull out the dipstick, and wipe it clean with the rag or paper towel. Then place it back into the tube. Take it back out and read the measurement.
    - 2. If the oil falls in between or above the two holes, you have added enough oil.
    - 3. If the oil line is below the two holes, you will need to add more oil.
  - B. Once enough oil has been added, replace the dipstick and screw the oil cap back on tightly.
  - C. Finally, make sure that all paper towels, rags, and oil cartons have been removed before closing the hood.

*Transition: That is all there is to it, and by following these easy steps, you can successfully check and add oil in your vehicle.*

### Conclusion

- I. Wrap-Up Signal: Let's begin the conclusion by considering what we discussed this afternoon.
- II. Restatement of Thesis: Checking and adding the oil in a vehicle only require a few simple steps.
- III. Summary of Main Points: Step one involves gathering the correct materials and checking the oil level. Remember, you will need 1–2 quarts of oil, a rag or paper towel, and a funnel. Then you will

The speaker uses a wrap-up signal that does not bring the speech to a stop but rather introduces the beginning of the conclusion



The speaker restates the thesis to assist the audience in recalling it following the presentation.



The speaker summarizes each main point instead of just listing each main point to reinforce what was discussed.




need to check the oil level using the dipstick and guidelines we discussed. Step two involves adding oil to the engine if necessary. Generally, this requires 1–2 quarts, and remember to use a funnel and the technique provided when adding oil. Step three involves rechecking the oil level using the dipstick and finalizing the process by replacing everything, making sure nothing has been left out, and closing the hood.

- IV. Audience Motivation: If you follow those steps, you will be able to prevent running out of oil and doing some serious damage to your vehicle. It is something each of you can do with ease, and I encourage you all to begin doing so regularly.
- V. Relational Reinforcement: We do not have to be master mechanics to do a little maintenance on our vehicles once in a while. We can save time and money down the road and lengthen the lives of our vehicles.
- VI. Clincher Statement: Through this easy process of checking and adding oil on your own, you can enjoy having a vehicle without some of the expense.

### References

- AAA. (2015). Annual cost to own and operate a vehicle falls to \$8,698, finds AAA. Retrieved from <http://newsroom.aaa.com/2015/04/annual-cost-operate-vehicle-falls-8698-finds-aaa-archive>
- Car Talk. (2016). Car Talk service advice: Oil changes. Retrieved from <http://www.cartalk.com/content/car-talk-service-advice-oil-changes>



The speaker reminds the audience what they should do and provides encouragement for doing so.

The speaker reinforces a relational connection with the audience, reinforcing credibility and their own association with the topic.

The speaker ends strongly and smoothly, reinforcing the purpose of the presentation.

## HOW TO CHECK AND ADD OIL IN YOUR VEHICLE—NEEDS IMPROVEMENT VERSION

<b>General Purpose:</b>	Inform
<b>Specific Purpose:</b>	The purpose of this presentation is to inform audience members about how to check and add oil in their vehicles.
<b>Thesis Statement:</b>	Checking and adding oil in a vehicle only require a few simple steps.
<b>Organizational Pattern:</b>	Chronological

### Introduction

- I. Attention-Getting Device: How many of you own a vehicle?
- II. Purpose and Thesis: Checking and adding oil in your vehicle is one way to save money on maintenance, so the purpose of this presentation is to inform you about how to do just that.
- III. Orientation Phase: Checking the oil in your vehicle is pretty simple.
- IV. Impact of the Topic and Speech: It is something that all of you can do.
- V. Credibility and Relational Connection: I have been personally checking the oil in my vehicles for a number of years.
- VI. Enumerated Preview:

*Transition: So, let's get started with the initial step.*

### Body

- I. Step one involves gathering the correct materials and checking the oil level.
  - A. You will need 1–2 quarts of oil, a rag or paper towel, and a funnel—preferably not one you ever plan to use in the kitchen again.
  - B. The first thing you must do is open the hood and locate the dipstick, typically a circle or loop handle attached to a long flat metal rod.
  - C. Pull out the dipstick, and wipe it clean with the rag or paper towel. Then place it back into the tube. Take it back out and read the measurement. It is important to clean the dipstick and get a brand new measurement so that the reading is accurate.

The speaker uses a hypothetical question as an attention getter that has little substance or purpose.

The speaker provides the thesis but does not tell the audience the purpose of the presentation.

The speaker provides no concrete information to enhance audience understanding or appreciation of what is to come in the body of the presentation.

The speaker does not actually tell the audience why the topic affects them or why they should listen to the presentation.

The speaker mentions experience with the topic but does not connect with the audience.

The speaker does not provide an enumerated preview.

- D. Once you have done this, look at the bottom of the dipstick to see the amount of oil that is currently in your engine. You will see a few lines and some stripes or checkered spaces on the dipstick, indicating a safe amount of oil.
1. If the oil falls in between or above the two holes, your car has enough oil and you are good to go.
  2. If the oil line is below the two holes, you should probably add some oil.

*Transition: If your vehicle requires oil, you will need to move onto step two.*

- II. Step two involves adding oil to the engine if necessary.
- A. The first thing you must do in this step is to locate the oil cap.
1. This is different from the dipstick.
  2. It will be the large cap with the universal oil can symbol. This symbol should be standard on every car but the placement of the oil cap will not be universal.
- B. After you have located the oil cap, remove the cap by screwing it off, place your funnel into the engine, and pour your oil in through the funnel.
1. You will generally need to add 1–2 quarts, depending on how low your oil may be running.
  2. Make sure to pour your oil with the spout of the bottle on top, which gives you more control over how much you pour out at a time.
  3. Plus, when you have the spout on the bottom, the oil “glugs” a lot and increases the chance of spillage.
  4. One time I spilled oil on the engine, and it smoked everywhere when I started it.
- C. By the way, you can get the oil at lots of places. Wal-Marts and gas stations all have it, and you can find the kind you need in your owner’s manual.

*Transition: This brings us to the third and final step.*

- III. Step three involves rechecking the oil level and finalizing the process.
- A. Once you have put oil in the engine, recheck the oil level the same way you did the first time.

The speaker does not include replacing the dipstick. Especially with how-to speeches, a step might be obvious to the speaker but not to audience members who may never have performed the task.

The speaker includes information that is not relevant to developing the thesis and meeting the purpose.

The speaker includes information that deals with the topic but seems out of place and gets the speech off track.

The speaker uses a wrap-up signal that seems like the presentation is ending rather than the conclusion is beginning. It also makes the speaker seem to be coming up short of reaching a goal.

The speaker provides the purpose of the presentation rather than the thesis.

The speaker does not summarize each main point, missing an opportunity to reinforce what was discussed.

The speaker discourages rather than encouraging the audience.

The speaker focuses on a personal connection with the topic rather than reinforcing a relational connection with the audience. The speaker does not include a clincher statement and instead ends the presentation weakly and in an unmemorable manner.

1. Pull out the dipstick, and wipe it clean with the rag or paper towel. Then place it back into the tube. Take it back out and read the measurement.
  2. If the oil falls in between or above the two holes, you have added enough oil.
  3. If the oil line is below the two holes, you will need to add more oil.
- B. Once enough oil has been added, replace the dipstick and screw the oil cap back on tightly.
- C. Finally, make sure that all paper towels, rags, and oil cartons have been removed before closing the hood.

*Transition: That is all there is to it, and by following these easy steps, you can successfully check and add oil in your vehicle.*

### Conclusion

- I. Wrap-Up Signal: That's about all I have.
- II. Restatement of Thesis: Checking and adding oil in your vehicle is one way to save money on maintenance, so the purpose of this presentation was to inform you about how to do just that.
- III. Summary of Main Points: There are just three simple steps.
- IV. Audience Motivation: If you follow those steps, you will be able to prevent running out of oil and doing some serious damage to your vehicle. Some of you might not be able to do it, though. I can do it for you, if you ask.
- V. Relational Reinforcement: Checking and adding oil is something I do all the time.
- VI. Clincher Statement: Give it a try.

## IOWA HOUSE JUDICIARY SPEECH

### Zach Wahls

Good evening Mr. Chairman, my name is Zach Wahls. I'm a sixth-generation Iowan and an engineering student at the University of Iowa, and I was raised by two women. My biological mother Terry told her parents that she was pregnant, that the artificial insemination had worked, and they wouldn't even acknowledge it. It actually wasn't until I was born and they succumbed to my infantile cuteness that they broke down and told her that they were thrilled to have another grandson. Unfortunately, neither of them would live to see her marry her partner Jackie, of fifteen years, when they wed in 2009. My younger sister and only sibling was born in 1994. We actually have the same anonymous donor, so we're full siblings, which is really cool for me. I guess the point is that my family really isn't so different from any other Iowa family. When I'm home, we go to church together. We eat dinner, we go on vacations. But, we have our hard times too; we get in fights. My mom, Terry, was diagnosed with multiple sclerosis in 2000. It is a devastating disease that put her in a wheelchair, so you know, we've had our struggles. But we're Iowans. We don't expect anyone to solve our problems for us. We'll fight our own battles. We just hope for equal and fair treatment from our government.

Being a student at the University of Iowa, the topic of same sex marriage comes up quite frequently in class discussions. The question always comes down to, "Can gays even raise kids?" And the conversation gets quiet for a moment, because most people don't really have an answer. And then I raise my hand and say, "Well actually, I was raised by a gay couple, and I'm doing pretty well." I score in the 99th percentile on the ACT. I'm an Eagle Scout. I own and operate my own small business. If I was your son, Mr. Chairman, I believe I'd make you very proud. I'm not so different from any of your children. My family really isn't so different from yours. After all, your family doesn't derive its sense of worth from being told by the state, "You're married, congratulations!" The sense of family comes from the commitment we make to each other to work through the hard times so we can enjoy the good ones. It comes from the love that binds us. That's what makes a family.

So what you're voting for here is not to change us. It's not to change our families, it's to change how the law views us, how the law treats us. You are voting for the first time in the history of our state to codify discrimination into our constitution, a constitution that but for the proposed amendment is the least amended constitution in the United States of America. You are telling Iowans, "Some among you are second-class citizens who do not have the right to marry the person you love." So will this vote affect my family? Would it affect yours? In the next two hours, I'm sure we're going to hear a lot of testimony about how damaging having gay parents is on kids. But not once have I ever been confronted by an individual who realized independently that I was raised by a gay couple. And you know why? Because the sexual orientation of my parents has had zero impact on the content of my character.