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Advanced Public Speaking

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Midterm Self-Assessment

The Three (3) Big Questions:

Question 1:

So first up is what makes a persuasive speech effective, to me what this would be is the three (3) persuasive appeals, ethos, logos, and pathos. Ethos “refers to the audience’s perception of the credibility of the speaker and his or her sources.” (Hogan, Andrews, Andrews, & Williams, 2008, p. 335). What this means is that not only do you as a speaker have an impact on how the audience views the subject but so does your evidence to back up your claim whether it is a claim of fact, value, or policy. So for example, in my Speech of Fact I appealed to the audience’s ethos when I said my speaker credibility and again when I told the audience where some of the sources came from and the authors’ credentials. Stating your speaker credibility is important because without it then the audience may not know who you are from José and why should they listen to some random person talking about a subject that may not even matter to them. Your credibility does not start when you get up on the stage, usually by the time you make to the stage or front of the room the audience has already assessed your credibility. We are constantly being judged on our ethos from what we wear not only on the day of our speech but also by how we treat people in attendance. If I walked into a room and was just belligerent with

everyone there, and I was talking about how I got wasted the night before then my speaker credibility is shot with whomever may have heard me. It only takes a few words to ruin speaker credibility but it could take years to build it back up to the level that it once was and even if that does happen it what caused your speaker credibility to fall will always be at the back of your audience members' minds. Next up is logos, logos is an appeal to logic and one tool that speakers use to appeal to logos is evidence and how it is supported and analyzed. In my speech I appealed to logos when I stated the statistics that I had found through my research. There is a key difference to between data and statistics; data is just the raw numbers what you see is what you get, but statistics, is what you get after the speaker analyzes the data and says it in a way that the audience can hopefully understand.

When I am I an audience member I tend to listen for the logic of what is being said, not so much with the speaker's credibility or the emotions he or she is evoking the rest of the audience. I get numbers, do not get me wrong though I enjoy hearing the backstory to the numbers but what is important to me is that the number can be proven and they add up. To me if the facts are off a bit then I am going to spend the rest of the presentation wondering how these could be used in the correct way. Then finally is pathos. Pathos is an appeal to emotions and I personally believe that this is the main factor for an effective persuasive speech. If you are trying to get an audience to do something for you or a social issue then you need them to believe that it has a direct impact on them as citizen, as parents, as humans. Now, I will say this using pathos can be (please excuse the cliché) a doubled edged sword, if you use some negative emotion evocations such as fear and or shame then you should expect some backlash. Though these are powerful tools for change they only really work on the short term and then once the people we have scared or shamed into doing something start to think about it the madder he or

she gets. Once they get to this point then you will have some extreme damage control to do, and on top of that, you might as well not have spoken because the audience members will just go back to doing what they were doing before it and be less likely to change in the future (Dr. McIntyre, 2016). Conversely, if you use good empowering emotions like joy and humor then your audience will be more likely to remember what you say during the presentation. At the beginning of this semester we watched a video Pentagon Strike, this video for me was when I realized the difference between effective and ethical argument. Just because something seems legitimate at first glance once you take a deeper look then you begin to see the cracks in the writing, there was one particular part in this video that blew the rest of it out of the water it said “Actually, there’s considerable evidence of the aircraft outside the E ring. It’s just not very visible” (Williams, 2004). The creator of this video put everything in large print with loud music except this, I am remind of something I was once told “big print giveth, little print taketh away” this is very true, in this case I think this was put in so that if there was anybody who started to point out the fallacies of the video then he or she could refute them by saying that there was some counter evidence to the video inside itself, kind of like the hot coffee label, just there to cover all the liabilities.

Question 2:

So now that we know what makes a persuasive speech effective let’s talk about the ethical implications of the speeches we make. When we are giving a persuasive speech we are asking people to do things using the three (3) persuasive appeals, ethos, logos, and pathos. As I previously stated of these appeals pathos is the most volatile to use but the usually this is the first one speakers reach for. So if for this class we have already given a Speech of Fact which is just proving to the audience that there is a problem, and we are no preparing for our Speech of Policy

and here we will be asking for people to do things. Now if we tell the wrong information then that could be interrupted as being manipulative, even though this may not have been your intent it would still crush your speaker credibility that you have worked to gain. As speakers we should strive for ethical delivery (Hogan, Andrews, Andrews, & Williams, 2008, p. 258) this way the audience will not feel manipulated or that you were trying to hide something. Not only does this hurt you but it also has an impact on whatever subject matter you may be speaking on so as well as the company and or department you are speaking on behalf of. So if I was giving my Speech of Policy to an open campus and I tried to use a negative emotion and hide something not only am I using an unethical appeal to pathos but now I am also manipulating the audience to believe something that may not be true. If someone were to find out about this deception I would be discredited the Speech Communication Department would take a hit because I was allowed to talk to an open audience about a social issue and I used an unethical delivery method.

Development and Transfer of Knowledge and Skills

Anxiety:

At the beginning of this semester I did the activity on page 21 of the Motley book, and unsurprisingly I wound up being a high anxiety speaker. Before I did this I was comfortable at the level that I was at just barely getting by, in fact last year I was supposed to give a thirty (30) minute presentation and it wound up being five (5) minutes I even had fifteen (15) slides so that I could pace myself. By the time I ended I had gone through all of my slides and animations, so I was obviously extremely anxious about the whole situation. When I was going over my list of possible classes to take this semester this class stuck out to me because I wanted to work on my nerves and my presentations in general so I signed up for it and I am happy to say that my nerves have calmed a bit. Like you said Dr. McIntyre the anxiety never goes away but how you look at

it will change and I think I am finally getting what you mean by that? As I stated in my self-critique I have begun to notice when my body is entering the “adaption reaction” (Motley, 1997, p. 27). When I was giving my Speech of Fact I enjoyed noticing that my heart rate was slowing I am not sure if I was thinking about this reaction or if I just noticed it subconsciously, either way I hope I experience it from now on because to me that let me know that I could do it, even though I had a few slip ups in there I was not going to die or suffocate. Anxiety and panic attacks run rampant on my father’s side of the family so I am naturally an anxious person. So since the beginning of this class I would say me consciously noticing my body trying to normalize and feeling the confidence that came with it is a big step for me. I am truly appreciative of this fact. I believe the root of this change is due to the frequency of the speeches as well as the environment that we are presenting in, because I know that in that class room once I get in front of my classmates, my audience, I am the one who is directing the speech, I am the one who has the information the audience actually wants to hear, and the audience will not make fun of me if I stutter. I believe that my change is because of the safe zone that you have created in the room so that anybody can feel comfortable and give an ethical, and at times funny speech. I hope that this feeling of comfort safety will carry over into presentations of other classes and at my work.

Other Context:

Not only have I used what I have learned for this class but I have used it in my other classes and work, for instance in my business communications class we had to write out a full sentence outline with our group partner so I did this out since we had just gone over it in the class before. I enjoy taking these two (2) speech classes I am kept very busy with them both. I have a speech coming up in business communications the week after spring break and I hope that I will notice my heartrate and the rest of my bodily systems normalize, and get that rush of

confidence that comes with it. I am curious since it is a group presentations will my body go through the same things if I only do half of the six (6) to eight (8) minuet speech or will it only occur when I am giving a speech by myself that is at least five (5) minuets long. At our last conference when you told me that I am quiet my business communications instructor told me the same thing right before and then when I got to work my supervisor told me that if I didn't start being louder she was going to tie a bell around my neck, so I have gathered that I need to be louder not only when I am giving a presentation but also when I am interacting with people, but the latter is harder to work on than it may seem.

Revision and Feedback

I am a very strong believer in the revision process, when I write papers I am usually doing it on a time crunch so there is normally several typos even after I attempt to proof it. So having the ability to revise not only allows me as a speaker and writer to go back and fix my mistakes but it also allows me to tweak things that I no longer like and follow the suggestions of whomever may have read or hear what I had to say. For this class I made several revisions and unfortunately I just saved over most of them, however I do have some and they are under the [evidence tab](#) or you just press that link.

The revisions for this class are extremely helpful to me especially when we post them on blackboard because we can get feedback not only from students in the fact to face but also from the online only students. I like receiving feedback from people because that lets me know what my audience members think about what I have so far and if they like it then I will work with it but if they don't then I will change it so that it still represents what I want to get across and what I stand for. This semester is the first time that I have really used a discussion board like this so the ethical feedback is a bit foreign to me because I am used to

people just letting it rip around me. So, I really have to censor how I say/type things so that I am not offending anybody or hurting any feelings. However, I do see the value in doing it that way because if you are not used to people just pointing out where you messed up then you will be less receptive to the critique and more likely to repeat your error.

I firmly believe that without feedback the revision process is not properly conducted. Without feedback we as speakers, writers, and adults would never change the way we think, we would repeat what we know regardless of right or wrong.

Behavior In and Out of Class

I believe that my behavior in and out of class has been both professional and ethical. The only lapse that I can think of is when I am late for class, when my microeconomics class is not canceled, but you and I have talked about that. I have tried my best to participate in ethical feedback on my discussion post as well as in my video posts. When in my Q&A at the end of my Speech of Fact I did not know the answer to the question at the time so I let you all know that, then in when I got to work that afternoon I did some research before I clocked in and I sent James (person who asked the question) an email attempting to answer his question. I told him what I had found out as well as a link to the website that I found the information on then I asked him to please feel free to ask any other questions. So I believe that I have participated in ethical email etiquette with both my classmates as well as you Dr. McIntyre. To my knowledge I have not missed any of the classes and I have just sent in my peer-critique for review.

Course Learning Outcomes

Throughout the course of this semester it has been drilled into us that if we are going to give a speech that we are to use the macrostructure, at first I detested it but now that I am used to it I have become rather attached to it. Whenever I am preparing for a speech I usually write an introduction to a paper on the topic that I will be talking about because once I can do that I can pick out the main points. I am not sure if that is just some extra work that will go away but I tried to not do that for my Speech of Policy thesis statements and that did not turn out quite right, so needless to say I will be writing at least the introduction to my Speech of Policy. For my Speech of Fact I did the same thing I have posted introduction draft in the evidence section with the title Introduction Paper. I believe that by me writing that paper I was able to lay the ground work for me to make a proper claim of fact. While I was doing my research I came across several sites that had a lot of information but it was hard to find any type of research that was credible and could be backed up. A few of my sources came from the senior honor thesis paper that I read, I even found somethings I am considering using in the upcoming speech. Hopefully through my readings and then my analysis of the data from these sites I was able to give some statistics that engaged the audience.

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Big Three (3) Questions

Question One (1): What makes a persuasive speech effective?

I still stand behind my statements from midterm on this front, I believe that what makes a persuasive speech, or any speech really, effective is the ethical and proper use of Aristotle's appeals Ethos, Logos, and Pathos. These three appeals are the bases for all arguments to meet the ears and eyes of listeners and readers in a convincing manner.

Since midterm, I have learned that your speaker credibility (ethos) have three (3) main parts, the first is initial credibility which is the credibility that begins the moment a you meet the speaker, it can be at the speaking locations or somewhere else. Initial credibility is particularly important because that is the time when an audience member decides if he or she is going to listen to you (Dr. McIntyre , 2016). Derived credibility is "derived" from what you have to say during your presentation and how it compares to your initial credibility. So if you walk into the room on point and make everyone comfortable with you then you nail your presentation and facts you then only have to worry about the terminal credibility. Terminal credibility, is both of initial credibility, how the audience felt about you before the presentation, and derived credibility, how the audience felt about your information and your initial credibility, also it takes into account how you act after your presentation. So after the presentation you need to hold your composure and confidence until you were out of eye and ear shot, before my speech of policy I told my mother and coworker that I needed to wait to talk about my presentation until after all of the presentations, so we did not talk about it until we got in our vehicle, so that I would not say something out of term around the other audience members.

Question Two (2): What are the ethical implications of the speeches we make?

For this question I still believe that pathos play a large role in forming these implications. For instance while I was preparing for my speech of policy I had to be pretty picky about which images I used especially for anencephaly because the images that I did find are pretty graphic and I had to remind myself of what Dr. McIntyre said about thinking about how we would feel about our child being shown in a presentation and being objectified. These images could have elicited the wrong kind of emotion for the audience and made them rather uncomfortable, this may have caused some audience member to believe that I was trying to use scare tactics to implement my proposal to help end hunger. Though scar tactics and other negative emotions may work for a time they are short lived and tend to have some rather nasty back lash when the people that were persuaded realize what you, as the speaker did. An example of this kind of backlash is when Wales made asylum seekers wear wrist bands to get dinner, needless to say that this policy was short lived because people said that it was “dehumanizing” some critiques of this policy “compared it to the requirement in Nazi Germany that Jews wear yellow stars” (Melvin, 2016). This comes after recent fears about the war Syria and the rising population in the countries that these people are going to. I believe that one reason that I have been able to progress in this class in because my understandings of these appeals have improved exponentially throughout the semester, because at midterm I said that as a listener I listen more for logos than the other two (2) but now I realize that all three (3) are important to listen for to form a better assessment of an argument. I believe that without the proper use of ethos, logos, **and** pathos an argument is much more like to be filled with holes thus becoming moot.

Question Three (3): What role does public speaking play in creating better social worlds?

For some people, public speaking is just when you get in front of an audience and talk about something that you are hopefully passionate about, but what I have come to realize is that public speaking can be just that something to inform the audience, but it has the potential to be so much more.

August 28, 1963, one man made a historic speech, telling the world of his dream, a dream that would one day come to fruition because one hero, one man had the passion to let the world know that the time for change had arrived. Upon his lips were the words for a change so great it would shake the very foundation of a nation, challenge how we see things and how we approach them. This man was Dr. Martin Luther King Jr. and he created a better social world with his words and actions. He used his words to better the life of an oppressed people, the power behind his words were so powerful that it is still talked about today. I believe that if he King had never given this speech we would be facing a vastly different world than the one we see today, in a world without his *I Have a Dream* speech people would not have seen how much the world needed to change around us. King was very smart to give this speech in the location that he did, because it has symbolic and historical value since he was giving a speech about equality of the races in the shadow of a “great American... [who] signed the Emancipation Proclamation” (King, 1963). King could have given his speech in any town but he made it at the nation’s capital in the shadow of the Lincoln Memorial as both a political and symbolic statement, first off politically since they were in Washington DC King had the advantage of being able to be seen from the White House the press that was sure to follow him around. Additionally he wanted to stand before the man that got it all started, a great man who also changed the world. Setting into motion one of the greatest cultural revolutions in the history of the United States Dr. Martin

Luther King Jr. was a great man who in around 20 minutes set the world spinning and it still has not slowed yet.

King used his mastery of the English language to let people know that the time for change had arrived, when he was killed another great man President John F. Kennedy gave an impromptu eulogy saying that “Martin Luther King Dedicated his life to love and justice between fellow human beings” (Hogan, Andrews, Andrews, & Williams, 2008, pp. 391-392). This was an important moment because after five (5) years King had made such an impact on the culture of our nation we are still feeling it today, JFK used King’s death to help build and cement his relations with the African American community as well as Kings other supporters. These two (2) giants in American history used the power of words to persuade people not only in a small setting but across the globe to look at their thinking from a different view point.

Development and Transfer of Knowledge and Skills

- 1) Compare and contrast your public speaking anxiety from the beginning of the class to now. What has changed? What do you attribute this change to?
 - a. Even though I am still considered a high anxiety speaker I believe that I have gotten a better control of my nerves while giving a presentation as well as during the prep time for them. I do realize that a certain amount of anxiety is needed to stay on top of things but too much of it can be a detriment to the thinking process. I believe that from the beginning of the course to now, the end of the semester, I have learned how to better manage my anxiety. I say this because now when I am preparing to give a presentation I no longer have a sense of eminent doom hanging around me, I believe that one of the contributing factors to this change is the way that we prepared and researched for our presentations. I realized that during the speech of fact we had a large amount of time to research and prepare and in our speech of policy we had a large amount of time to practice, to me that made a lot of difference, because I believe that during these times to prepare I was able to get a better hold of my material and get comfortable with it thus reducing my level of anxiety. Another thing I attribute to this change is the atmosphere that you have created in both the class room and in your office you always seemed very welcoming and approachable to ask questions of.

- 2) Using your video self-critiques, in what ways did you strengthen (or not) the areas you identified as needing improvement?

- a. Over the course of the semester I have improved my use of transitions in not only my speeches but I have started to try and bring it into my everyday life so that it seems more natural to me making it easier to work into both conversation and presentations. At the beginning of the semester I was pretty bad about just jumping straight to a different topic without reviewing what I just went over and previewing what I am fixing to touch on and quite possibly giving the audience members some whiplash from the sudden shift. Now I have begun to do a review preview in my speeches and normal interactions with some coworkers, in the future I would like to see some more growth in this area so that the transitions are not quite so explicit. Right now I am saying “now that I have talked about xyz let’s now talk about xyd” maybe I could reword it to something like “knowing how xyz impact us is key to understanding xyd” I suppose that could work as a transition.

3) What did you learn during this course that you found particularly useful?

- a. The thing that has been the most useful to me has been the anxiety management that has come with taking this class because now I am able to face down a class or a group of people without wanting to run out the door. I have gained a larger respect for people who talk in front of people with any frequency because I only got a small dose of it but what I did experience was rather eye opening for me. Being able to get a better grasp on my anxiety when talking in front of people, even just talking one on one, was one of the main reasons that I decided to take this course, I wanted to be able to say that I

was willing to face something that made me uncomfortable and start on the path of betterment.

- 4) Reflect on your service-learning experience. What did you learn from your experiences with your organization about 1) your social issue, 2) your role as an engaged citizen in our community, and 3) the role of communication in community change?
 - a. While at my service sites (AR Rice Depot and AR Food Bank) I got some really valuable information in several areas. When I volunteered at the food bank I got to work in the community garden with its founder and the treasure of the board Mr. Trent. While working with him I learned that there are more than the six (6) community gardens than what are listed on the American Community Garden Association (ACGA) website within a 100 mile radius of Little Rock. This surprised me but he could not tell me where the others were but he said that there were more than what are listed. While working at the Rice Depot I found out that a nickel can feed one person from the program I thought that was pretty interesting considering that we just throw change like that into a bucket or our cup holders and forget about them. Also while at the Rice Depot I found out that in 2015 if Arkansas volunteers were paid we would be paid around \$19.31 a hour (Hrywna, 2015). Ms. Deems, said that in 2015 the volunteers saved AR Food Bank around \$325,000 that is money that can be used for things that can help in the fight against hunger. My first time at the AR Rice Depot I delivered food to elderly people around the county and

I was surprised to see just how much these families needed the care that is provided by nonprofits like these two (2) these people are not just names or numbers either, since I was new I was asked where the normal person was and if they were okay so I got to see firsthand the relationship that is brought on by good people willing to communicate with others in the area.

- 5) In what ways have you used what you've learned during this course in other contexts (work, personal life, other classes, etc.)? Be as specific as possible.
- a. I have used what I have learned in a number of ways, probably the most notable is my use of transitions in normal conversations with people I have gotten some pretty strange looks from them but it is effective none the less in keeping that area worked on. I remember once I was talking to my supervisor after a meeting and I started to talk about part of the meeting but before I moved to a different area I went over what we were just talking about, her kids, and then I let her know that I was fixing to ask about the meeting. I think she thought I was mocking the way the CFO conducted the meeting because she did that but I told her about this class and she just smiled and went with it, so now whenever I talk to her she does the review preview when changing topics.
- 6) How will you use what you've learned 1) in your future career and 2) in the community?

- a. I am planning on going into business, I am thinking about changing my major because I cannot see myself being a marketer, so I will be using everything that I have learned in my career when I have to give a presentation I will use the macro structure so that I can stay on subject. I will have to make sure that I have someone around that can check me to make sure I do not have a causal argument issue, also I plan on using both the Motley and Hogan text as reference so that I can double check things and to remember what we have learned. I will also be sure to continue to do service in my community I may not go back to the AR Food Bank or the AR Rice Depot but I am still in contact with several of the board members for the nonprofit organizations in my home town so I will be able to use my communicative skills in a positive manner to impact my community, I may actually considering contacting my school and talking to them about it I still have a few connections there as well. If possible I really would like to see a more extensive network of community gardens put into place and what better place to tell people about my plan then at a school.

Revisions and Feedback

As I stated at midterm I strongly believe that the revision and feedback process is key to any good product, not just speeches. While preparing my formal outline for my Speech of Policy I sent you several (six [6] to be exact) drafts before you approved them, through out that process I found that I was able to better understand the material that I was going to present, this reduced my anxiety of the situation because I had to go back a reread what I had then change it so that it made more sense. As I have shown in the evidence section of this portfolio I have a drafts of all of my outlines, and they show quite a bit of growth.

I enjoy looking back a previous works to see where I was at the start of the process that way I can prove to myself that I have indeed improved in areas that I struggled in. I remember when I did a research paper in high school and my first draft was only around five (5) pages but by the time that I turned in my fifth (5th) draft I had bumped it to fifteen (15) pages, so I have had quite a bit of experience with the revision process. When I came into this class I was not really expecting to see such a rise in the level of speech preparation. I have thoroughly enjoyed all of the feedback that I have received over the course of the semester, without it I do not think I would have grown as much as I did. I have also begun to enjoy giving feedback, at first I dreaded it because I did not want to say anything that might offend someone but now I see that you can critique someone without being rude, it is the getting started that I struggle with but once I get sat down and start typing I normally enjoy analyzing what someone has said and thinking of ways that it could be improved. Feedback is important in any occupation and now I have the capabilities to objectively analyze the presentation and or work and write a solid ethical critique of it that hopefully can benefit the reader.

Behavior In and Out of Class

Over the course of the semester I have tried and held myself to a professional and respectful standard. At the beginning of the semester I came in late a few times but other than those times I got there in a pretty timely manner. I do not think that my behavior has really changed any since the midterm, I have had a few email correspondences with my classmates and I have emailed them the way I expect to be emailed by people. I have enjoyed watching the dynamics of the class, it has been a joy to see how people interact with their classmates, I have hopefully left them with a positive outlook of myself. I feel that I was able to maintain my credibility with my classmates, they knew that I was nervous during my presentations but that I worked hard so they helped form and keep it at a pretty good level all semester. To my knowledge I have only missed one day, the Friday before spring break, and I made it up on the following Monday which was scheduled to be a work day. Work on time is really the only area that I struggled with in my opinion, I do not think that what was required of us was hard to meet by any means and I do not mean to be making any excuse for myself. This is the reason that I am arguing for a B, because I did not turn in all of the assignments. I think my main issue with the assignments was that I was focusing on other classes at the time that they were due and these just completely slipped my mind, now that I am going back and reviewing these “slip” ups I realize that what I was assigned was specifically designed to better my learning in this course. I regret not getting in all of the assignments but at the time I thought I was prioritizing the correct course when I should have made all of my classes a priority.

Course Learning Outcomes

I still think that macro structure is a beast to handle but as I stated at midterm I have grown rather fond of it, when I think back to when we first started, macrostructure was the bane of my existence but now I realize that it can be an asset in any environment. Some people may wish that it was not quite so in depth and knit picky about it but I am glad that it is because that way I can see just how things are going to flow with the speech. Macrostructure outlines are not meant to be manuscripts (I must say that I do not like manuscript speeches because I did not feel like I needed to prepare as much for it and when I got there I pretty much relied solely on the paper making little eye contact with the audience) you are just supposed to write down the main ideas of the speech in one concise sentence, it needs to be a claim, that is a trip in itself for me. Throughout the course I have given multiple presentations to the class and each time I believe that I used credible sources for each of them. Having credible sources in your speeches is important because it improves the overall ethos of your argument as well as just being a responsible speaker. In these speeches I have used some personal stories that I think were relevant to my speech, I made sure to always tell the stories that would have the greatest likelihood of the audience remembering it, usually my stories came out in the question and answer period this is where I believe I was really able to drive home my appeal to pathos and connection with the audience in my speech of policy.

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