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**Assignment # 1: Truth in Storytelling**

**Our assign**ment, Truth or Lies in Storytelling, is a combination of an essay and related speech. The assignment is designed to meet several overarching objectives, shown below, that are inclusive of 110’s SLO's.

• Building a classroom community through the narration of personal experience

• encouraging students to relate to written texts using their own background and experiences

• unpacking academic and popular texts with the goal of using these texts to amplify and explicate personal experience

• converting the mix of sharing personal experiences and using sources into engaging and meaningful speeches

**To achieve** the stated goals of combining writing and speaking in a meaningful way, each class will include a low stakes writing assignment, such as

 • one thing they learned today

 • a favorite quote from one of the readings

• what specifically they need to work on for the next class or phase of their project.

Students will then each read one or two sentences from each assignment at the end of class.

***We envision this as Assignment #1 for the semester and schedule this unit as follows:***

**Week One:**

Welcome and diagnostic assignment - some form of literacy narrative including a chosen reading.

Introduction to annotation -model good annotation practices in class with a text from Assignment 1.

Introduce summaries through handouts and low stakes writing assignment summarizing one of Assignment # 1 readings.

Explain difficulty journals and the need to keep a journal with quotes, questions, and other materials that come up from assigned class readings.

Provide rubric and details for Assignment #1.

 

**Essay # 1:**

For your first assignment, you'll write about a time where you had to make a decision about whether to tell the truth or lie in that situation. In the essay you can choose to share what your decision was or not. Some examples of these kinds of situations are:

* + Borrowing your parents’ car without their permission.
	+ Witnessing a friend drinking or using drugs.
	+ Denying you are seeing another person when your girlfriend or boyfriend asks you.
	+ Acknowledging who you voted for in the last presidential election

The first draft of this essay will be a narrative (no outside sources – only you as the source), but in the second draft, you will be asked to reference at least one of the four readings you will be provided with. This assignment will give you the opportunity to explain who you are in the world, and practice using the MLA/APA formatting system with materials used from outside readings.

**This essay should be between 1000 and 1200 words – 4 to 5 double-spaced pages.**

**Readings:**

Ketteler, Judi. “How Honesty Could Make You Happier.” *The New York Times*, The New York Times, 19 Sept. 2017, [www.nytimes.com/2017/09/19/well/mind/how-honesty-could-make-you-happier.html](http://www.nytimes.com/2017/09/19/well/mind/how-honesty-could-make-you-happier.html).

Morris, Ryan. “Why We Lie: The Science Behind Our Deceptive Ways.” *National Geographic*, 18 May 2017, [www.nationalgeographic.com/magazine/2017/06/lying-hoax-false-fibs-science/](http://www.nationalgeographic.com/magazine/2017/06/lying-hoax-false-fibs-science/).

Wolfe, Jonathan. “New York Today: High School Regrets.” *The New York Times*, The New York Times, 7 Sept. 2017, [www.nytimes.com/2017/09/07/nyregion/new-york-today-high-school-regrets.html](http://www.nytimes.com/2017/09/07/nyregion/new-york-today-high-school-regrets.html).

Stone, Alex. “Is Your Child Lying to You? That's Good.” *The New York Times*, The New York Times, 5 Jan. 2018, [www.nytimes.com/2018/01/05/opinion/sunday/children-lying-intelligence.html](http://www.nytimes.com/2018/01/05/opinion/sunday/children-lying-intelligence.html).

**Note:** As this assignment will involve revealing this information to your classmates and instructor through such activities as the peer review of your essay and your speech, think carefully about the particular situation you will address for the assignment. You may not want to choose a major incident in your own life if sharing this decision would be difficult for you to share with the class.

**Speech # 1**

For your speech, you will be asked to briefly describe the incident you've written about, why it matters to you and potentially to others, and to reflect on both your process in choosing the initial incident as well as anything that you might do differently in the future. This reflection may include aspects of the decision itself as well as the discoveries you made in writing about it.

In this speech, know that stories help forge connections between speaker and audience; they help the speaker identify with the audience and they make ideas concrete, emotional, and memorable. For this speech, you will BRIEFLY describe the events you shared in your essay, focusing on using **emotion** and **concrete imagery**to get your audience to visualize and empathize with your story.

 

**Goals:**

1) Make a clear statement at the beginning and end of your speech about what your situation was and why it matters.

2) Use narrative structure (actions in sequence) to organize the body of your speech

3) Employ concrete imagery and emotion to help share your decision-making process

4) Use your delivery skills (emphasis, tonal variation, eye contact etc.) to set the tone, enhance the story, and connect with your audience.

**Organize your speech.**Make sure to structure your story so that your thesis and reflection (your main take-away point) is clear. Follow the standard outline guidelines

for your outline; you should still have an intro with an attention-getter; thesis statement; preview; the “main points” of your body will be the main plot points of your story; your conclusion will refer back to the decision through your reflection.

(Outline for Speech # 1) **WE NEED THIS DOCUMENT????? I found one I used and have attached it but if you have a better one please substitute**

**Criteria: (adapted from RHET110, Jacquelyn Horton)** To achieve a successful grade, you should display effective principles of informative speaking: constructing an engaging introduction and conclusion, organizing the speech around main points, and relating the information to the audience. The elements listed below should serve to guide you to a successful speech:

* **A Clear Specific Purpose and Thesis Statement:**  Each topic should be sufficiently narrowed to allow the speaker to effectively manage information and to relate that information to the audience in a meaningful way.
* **Clear Organization:**  Speeches should display a clear organizational pattern that highlights 2-4 main points.  Main points should be connected via fluid transitions.
* **Introduction and Conclusion:**  Speakers should begin by gaining our attention, stating the topic, and clearly previewing the main points.  The conclusion of the speech should summarize the main points of the speech and end on a clear note.
* **Research:**  The presentation should be supported by the use of the sources provided for your Essay #1. .  Sources should be clearly explained and smoothly integrated into the flow of the speech. Develop oral citations to enhance ethos.
* **Delivery:**  Perform in an extemporaneous delivery style, conversational speaking supported by a speaking outline.
* **Time Management:**  A narrow focus, effective organization, thorough preparation, and repeated practice will ensure that the presentation falls within the 2-3 minute range.
* **Preparation / Speaking Outline:**Each speaker will be asked to turn in two outlines; A speaking outline posted to Canvas BEFORE CLASS on the day you speak, and a preparation outline in Canvas PRIOR to your speech. A bibliography of sources should also be included with the Speaking and Preparation outlines (they should be exactly the same).

**Format:**

Length: 2-3 mins.

Use notecards and remember to focus on EXPRESSION!!!

Feel free use props that help you illustrate your story, but you are not required to do so.

Speeches will be delivered during week 5

For great storytelling examples, watch “The Moth” channel on YouTube.

<https://www.youtube.com/user/mothstories>

<https://themoth.org>

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**Week Two**

In class workshop on credible sources, using characteristics of the sources provided as models.

“Shitty first draft" reading and actual first draft of Assignment # 1 due. Narrative, no sources.

Peer review workshop in class.

Draft # 1 returned end of Week Two. Draft #2 assigned, due beginning of Week Three.

**Week Three**

 Peer review for draft # 2

 Draft # 2 returned mid/end of Week Three.

 Begin preparation for associated speech due Week Five.

**Week Four**

Essay portion of Assignment # 1 due beginning of the week.

 Outline 1 of Speech # 1 Due mid-week.

 Draft of speech number one due the end of the week

 Review speech rubric with class to enhance understanding of the feedback they will offer their peers

**Week Five**

 Final speech text due beginning of the week

 Students deliver speeches at the end of the week

**Assignment number two will vary for each of us – and may include a fake news assignment, work on sustainability, or movement into persuasive essays and speeches.**

**The Informative Speech**

(adapted from Jacquelyn Horton’s Outline for Informative Speech)

The purpose of an informative speech is to share reliable information that you have acquired through experience and research. **It is not intended to promote a policy or opinion**; rather, it seeks to provide a foundation for people to better understand a topic that relates to them.

Length: **2- 3 minutes**. An outline is required – posted on CANVAS before your speech.

**INFORMATIVE SPEECH OUTLINE FORMAT**

**Student’s Name:**

**Date:**

**Topic:**   Title that suggests the topic of your speech

**General Purpose**: To inform your audience about a decision you have made

**Specific Purpose:** How you came to make that decision and what you learned form it

**Thesis:**   The central idea of your speech.

Examples:

* I learned ….about myself
* I had difficulty with making this decision but I learned …..

**I. Introduction**

**A. Attention Getter:**  Something that grabs the attention of the audience.

Examples of this: startling statistics, stories, rhetorical questions, quotations, scenarios, etc.

**B. Reason to Listen:**  Why should the audience listen to your speech? Make it personal to each of them.

**C. Credibility Statement:**

1. What personally connects you to this topic?

2. What type of research have you used to establish credibility? Use the readings already assigned.

**II. Thesis/Main Points**

1. Thesis / Central Idea:
2. Preview Main Points:

\*\* Transition:

**III. Body**

**A.** Main Point

1. Supporting Material

a.

b.

 2. Supporting Material

     a.

     b.

\*\*Transition:

**B.** Main Point

1. Supporting Material

a.

b.

 2. Supporting Material

     a.

     b.

\*\*Transition:

 **C.** Main Point

1. Supporting Material

a.

b.

 2. Supporting Material

     a.

     b.

\*\*Transition to Conclusion:

**IV.** **Conclusion**

**A**. Restate Thesis/Central Idea

**B.** Closing / Memorable Last Statement. Develop a creative closing that will give the speech a sense of ending.

**V. Works Cited Page, MLA or APA format**

**TruthSpeech Rubric**

**Name: Time:**

Content

Purpose was to share reflections on essay number one, truth and decision-making. YES or NO

*Scale: 1 = oops, 2 = sort of, 3 = ok, 4 = you got it, 5 = awesome!*

Introduction \_\_\_\_/20

Gained attention and interest: 1 2 3 4 5

Related topic to audience: 1 2 3 4 5

Clear theme/thread/strand: 1 2 3 4 5

Established credibility: 1 2 3 4 5

Previewed the main points 1 2 3 4 5

Body \_\_\_\_\_/20

Main points clear: 1 2 3 4 5

Compelling support/evidence: 1 2 3 4 5

Transitions relate to thread: 1 2 3 4 5

Organization \_\_\_\_\_/10

Fits with speech’s purpose: 1 2 3 4 5

Conclusion \_\_\_\_\_/20

Signaled: 1 2 3 4 5

Reinforced thesis & main points: 1 2 3 4 5

Ended on a strong note: 1 2 3 4 5

Connected to thread/theme: 1 2 3 4 5

Delivery \_\_\_\_\_/20

 Good eye contact: 1 2 3 4 5

 Extemporaneous: 1 2 3 4 5

 Sources cited: 1 2 3 4 5

 Good body language: 1 2 3 4 5

 Effective voice/natural: 1 2 3 4 5

 On time (4-6 minutes): YES or NO

Language \_\_\_\_\_/10

 Clear & Appropriate: 1 2 3 4 5

 Vivid & Descriptive: 1 2 3 4 5

Additional Comments