

**Communication 01 14Y 35214**

**Public Speaking**

**De Anza College**

**Winter 2025**

**Professor Patrick McDonnell**

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**Course Hours: Tues-Thurs in Class: 1:30-3:20 L49**

**Office Hours: Via Zoom: 9-10 a.m.**

**ZOOM:**

Course Text:

Exploring Public Speaking - 4th Edition

<https://open.umn.edu/opentextbooks/textbooks/411>

Kris Barton, Florida State University

Barbara G. Tucker, University of Georgia

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**Publisher: [University System of Georgia](#)**

**Course Learning Outcomes:**

- Organize, compose present and critically evaluate Informative, Persuasive and Entertaining presentations appropriate in content, style, audience and situation
- Display increasing confidence in speaking extemporaneously
- Demonstrate effective listening skills in various public speaking contexts
- Identify locate, evaluate and use information technologies and information sources

**Student Learning Outcomes:**

- Examine historical and cultural tradition and oral communication in both and global contexts and assess their impact on our views, beliefs, and practices relating to speaking in public
- Evaluate how making the decision to respect diversity, speak ethically and think critically influences communication outcomes
- Select, locate and evaluate and use technologies and information sources
- Apply research, analyze, organize, compose, present and evaluate informative and persuasive speeches.
- Develop confidence in delivering speeches extemporaneously in front of a live audience
- Develop listening skills to foster respectful, reflective and critical listening appropriate

**Speech Grades:**

• Major Speeches have a Grading Rubric in Canvas.

Some Assignments are Complete / Incomplete while others have more detailed criteria.

• Smaller Assignments may lead into larger Assignments and are weighed less the final assignments. The smaller assignments are meant to provide feedback and to make sure you are on the right track.

- Some Assignments are unique assignments on a given topic not leading to a larger project but are part of the Course Module.
- All late assignments will be accepted. A 25% reduction could occur after 48 hours past the due date, unless the student asks for an extension. The longer the submission delay, the more the final grade will be reduced. Extensions will be granted if the students ask for them in a timely manner.
- Assignments may include discussions, rough drafts, uploads or reflections and peer review.

**Assignment List:** *You will receive additional, detailed instructions for each assignment over the course of the semester. You must access the criteria for these documents on the Canvas website.*

### **Major Speeches 50% of Final Grade**

1. Speech of Introduction 1/9
2. Informative Speech 1,28,30
3. Culture Speech 2/18, 20
4. Entertaining Speech 2/27
5. Persuasive Presentation 3/18,20

### **All Other Assignments 50% of Final Grade**

#### **Outlines & Visual Aids**

1. Speech of Introduction
2. Informative Speech
3. Culture Speech
4. Entertaining Speech
5. Persuasive Presentation

#### **Peer Review / On-Line Discussions**

1. Informative Speech Outline
2. Group Speech Outline
3. Culture Speech Outline
4. Persuasive Speech Outline

#### **On-Line Activities:**

1. **Photo Upload:** Share a Photo and Create Context for the Photo.
2. **Language Community:** Discuss a Topic of Local Importance in your Community
3. **Discuss a Law or Policy:** Share a Personal Relationship Issue and give Advice and Support
4. **Fake News and Credible Research** and Evidence Discussion
5. **Persuasive Speech Argument Discussion:** Share your Arguments and Persuasive Strategies, and get feedback on your work.

#### **Quizzes / Reading Response:**

**Reading Response 1:** Ethics: Apply Ethical Pyramid to your Profession or Career choice

**Reading Response 2:** Listening: Compare and Contrast 2 Approaches to Listening

**Reading Response 3:** Culture: Identify and Explain and Example of Ethnocentrism

### **Self-Reflections:**

#### **Reflection 1 During the Course**

- Identify and write about 3 Course Concepts that have been influential or especially helpful to you so far in the Course.
- State the Course Concept from the Lectures, Canvas or Textbook
- Summarize and Define the Course Concept, Theory or Process
- In 3-5 sentences, explain or apply why each concept has been helpful or influential to you

#### **Reflection 2 End of the Course**

- What are 3 specific ways have you improved in Communication?
- Where do you still struggle with communication?
- Which aspects of the course were most helpful to you: In-Class Lectures and Activities, Canvas Discussions, Written Reflections, Working by Yourself?
- What specific aspects of Communication did you learn from working with and observing your classmates in the class?

### **Additional Course Policies:**

**Make-Up Policy:** Students trying to earn a high grade should try to complete as many assignments as possible. Students are required to inform the instructor if they will miss a speech. Failure to adequately inform the instructor could result in final reduction for the assignment, which could affect the overall final grade. Students are responsible for scheduling make-up times in order to complete course assignments. It is up to the professor to grant make-ups based on student communication and the reasoning behind the missed assignment.

### **Late Assignments Could Result In:**

- Points deducted or grade lowering depend on number of days late
- 2 Days 10% Deduction / 3-5 days 30% Deduction / 6 and beyond 75% deduction.

**Expected Course Preparation:** In order to do well, students should read assigned readings comprehensively and carefully prior to their assigned due date. Students are expected to have read assigned readings and the syllabus and be prepared to participate effectively.

### **Disruptive Behavior:**

**Do not use your cell phone in class—period!**

If you need to use your cell, leave the classroom and re-enter when you have completed your communication.

The college will enforce all policies and procedures set forth in the *Standards of Student Conduct* (see catalog). Any student disrupting the class may be asked to leave that class. Administrative follow-up may result.

**Extra Help and Support**

- Take advantage of these free support services!
- Writing and Reading Center in AT 309
- Listening and Speaking Center in AT 304
- Math, Sciences and Technology Resource Center in S43
- Academic Skills Center in AT 302
- General Subject Tutoring in AT 305
- Disability Support Services in SCS 141

Academic Dishonesty: Regarding tests in this class is defined as using resources not made available by me to everyone in the class during the testing time. Academic dishonesty includes plagiarism.

**COURSE SCHEDULE**

**Week 1 Foundations of Public Speaking**

<b>CLOs</b>	CLO 1	CLO 1
<b>Days</b>	Tues 1/7	Thurs 1/9
<b>Pre-class work</b>	N/A	Prepare 1-2 Minute Speech of Introduction. Submit document to Canvas Assignment 1

<b>Course Topics</b>	<p>Introductions and Overview</p> <p>Types of Communication</p> <p>Reasons to Study and Practice Communication</p> <p>Health and Social Benefits of Communication</p> <p>How our Identity is Shaped by Communication</p> <p>Early Childhood Experiences with Communication</p> <p>Communication Opportunities in Everyday Life</p> <p>The Role of Education in Fostering Communication</p>	<b>Major Speech 1: Deliver Speech of Introduction</b>
<b>Class Activities</b>	<ul style="list-style-type: none"> <li>• Understand and Apply Types of Communication</li> <li>• Share how our Identities are Shaped by Communication</li> <li>• Identify the Roles Communication will Play in your Life</li> </ul>	<b>Major Speech 1: Deliver Speech of Introduction</b>
<b>Homework</b>	Major Speech 1: Speech of Introduction Outline	Assignment 1: Discussion Photo Upload

**Week 2 Delivering Our First Speech**

<b>CLOs</b>	#1, 2	#1, 2
<b>Days</b>	1/14	1/16

<b>Pre-class work</b>	Chapter 1: The Basics of Public Speaking Read: Informative Speech Guideline Chapter 12: Speaking to Inform Chapter 4: Selecting a Topic and a Purpose	Chapter 2: Audience Analysis and Listening Chapter 3: Verbal Communication
<b>Class Activities</b>	Learn persona goals of Public Speaking Recognizing PS in everyday life	Language Lecture Language Usage Activity Language Categories
<b>Course Topics</b>	Importance of Listening Why we Listen and Where Contrasting Listening to Hearing Types of Listening Obstacles to Listening Empathic Listening / Activity Enhancing Listening Skills	Defining Language Language and Culture Explicit and Implicit Language Purposes of Language Abstract and Concrete Language Inclusive and Exclusive Language Harmful and Damaging Uses of Language Of topics
<b>Homework</b>	Assignment 2: Informative Speech Topic Ideas	Assignment 3: In Class Cause + Effect Group Speech

### Week 3 Developing Our Informative Speeches

<b>CLO</b>	CLO 1, 3, 4	CLO 1, 3, 4
<b>Days</b>	1/21	1/23
<b>Pre-class work</b>	Chapter 7: Supporting your ideas	Chapter 6: Organizing the Body of the Speech Chapter 8: Beginning and Ending the Speech

<b>In-Class Activities</b>	Brainstorming Topics Making Audience Centered Topics Adapting to your Audience Crafting a thesis	Aristotle and his, "Ethos, Logos, and Pathos." How do we earn an audience's trust as credible speakers? Relationship and Audience activities Peer guidance
<b>Course Topics</b>	Goals of Informative Speaking Choosing a Topic Crafting a Thesis Methods of Organization Practice Speeches	Crafting a thesis Compiling Evidence Quantitative and Qualitative Evidence Citing Evidence on our Works Storytelling / Storytelling Activity Outlining Visual Aids
<b>Homework</b>	Assignment 4: Informative Speech Research	<b>Major Speech 2:</b> Submit Final Outline and Visual Aid to Canvas for Informative Speech Assignment: In class Spatial Method of Org Group Presentation

### Week 5 - Delivering your Informative Speech

<b>CLO</b>	CLO 3	CLO 5
<b>Days</b>	1/28	1/30
<b>Pre-class work</b>	Prepare Speech 2: Informative Speech	<b>Prepare Speech 2: Informative Speech</b>
<b>Course Topics:</b>	Submit Major Assignment 2	Deliver Informative Speeches
<b>In-class activities</b>	Speech 2: Deliver Informative Speeches	<b>Speech 2: Deliver Informative Speeches</b>
<b>Homework</b>	<b>Major Speech 2:</b> Submit Final Outline and Visual Aid	<b>Reflection 1:</b> Course Reflection 1

	to Canvas for Informative Speech Assignment: In class Spatial Method of Org Group Presentation	
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### Week 6 - Culture & Communication

<b>CLO</b>	#1, 2	#5
<b>Days</b>	2/4	2/6
<b>Pre-class work</b>	Read Chapter 10: Using Language	Read Chapter: Appendix A: Cultural Diversity and Public Speaking Read Speeches on Culture in Course Reader
<b>Course Topics</b>	Defining Culture Understanding our Cultural Selves Listening and learning about Culture with others Dimensions of Culture Abstract and Concrete Elements of Culture Culture as Fixed and Evolving	Defining Culture Understanding our Cultural Selves Listening and learning about Culture with others Dimensions of Culture Abstract and Concrete Elements of Culture Culture as Fixed and Evolving
<b>In-class activities</b>	Museum of the 20 <sup>th</sup> Century Activity Practice Culture Group Presentations Determining your Speech Purpose Crafting a thesis	Continue work on crafting and refining speech ideas. Analytical Listening Exercise. A look at Personal Storytelling and Public Speaking: 'The Moth' as an organization, concept and in practice. 'Culture' and Self
<b>Homework</b>	Assignment 5: Discussion: Language Community	Assignment 6: Submit 3 Sources from the De Anza College Library about your Culture Topic and a Thesis

### Week 7 - Culture and Communication Continued



<b>CLO</b>	#1, 2, 3, 4	#3
<b>Days</b>	2/11	2/13
<b>Pre-class work</b>	Read Course Read: Language, Society and Culture	Read: Personal Storytelling Speech
<b>Course Topics</b>	Cultural Terms and Definitions How Migration changes Cultures Cultural Rules and Norms in Relationships Globalization and Migration McDonald's as Globalization	Challenges in Cross-Cultural Relationships Benefits of Cross-Cultural Relationships Xenophobia, Sexism, Racism and Classism
<b>In-class activities</b>	Refining our Topics Collecting Evidence Organizing our Content Practicing our Speeches	In Class Culture Presentation Practice using Google slides and Visual Aids
<b>Homework</b>	Assignment 7: Develop Preliminary Culture Speech Outline with an Introduction, Body Conclusion and list of 2 source citations.	<b>Major Speech 3:</b> Submit final Outline and Visual Aid to Canvas for your Culture Speech

### Week 8- Deliver Culture Speech

<b>CLO</b>	# 1, 2, 3, 4, 5	#5
<b>Days</b>	2/18	2/20
<b>Pre-class work</b>	Prepare Culture speech Outline, Speaking Notes, Practice Delivery, Time Management, Oral Source Citations and Audience Engagement	Prepare Culture speech Outline, Speaking Notes, Practice Delivery, Time Management, Oral Source Citations and Audience Engagement
<b>Course Topics</b>	Listen to Culture Speeches	<b>Deliver Speech 3: Culture Speech Submit Outline &amp; Visual</b>

<b>In-class activities</b>	Deliver Major Speech 3: Culture Speech Outline & Visual	<b>Deliver Speech 3: Culture Speech Submit Outline &amp; Visual</b>
<b>Homework</b>	<b>Major Speech 3:</b> Submit final Outline and Visual Aid to Canvas for your Culture Speech	<b>Major Speech 3:</b> Submit final Outline and Visual Aid to Canvas for your Culture Speech Assignment 7: Course Reflection 2

### Week 9 - Speaking to Entertain

<b>CLO</b>	CLO 1,2,3,4,5	#3
<b>Days</b>	2/25	2/27
<b>Pre-class work</b>	Chapter 15: Speaking on Special Occasions	Prepare Speech to Entertain
<b>Course Topics</b>	Defining Speaking to Entertain and Ceremonial Speaking Narrative and Storytelling Ways to Enhance Speaking to Entertain Stretching your Delivery Style	<b>Major Speech 4: Deliver Speech to Entertain</b>
<b>In-class activities</b>	Choosing a topic Developing speech content using the Senses Using our Bodies and Voices Delivery Practice	<b>Major Speech 4 Deliver Speech to Entertain</b>
<b>Homework:</b>	<b>Major Assignment 4:</b> Submit Outline and Visual Aid for Your Entertain Speech Practice and Prepare for Major Speech 3	

### Week 10 - Foundations of Persuasive Speaking

<b>CLO</b>	CLO 3	CLO 5
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<b>Days</b>	3/4	3/6
<b>Pre-class work</b>	Read: Persuasive Speaking	Read: Persuasive Speaking
<b>Course Topics</b>	Defining and Explaining Persuasive Speaking Persuasion and Democracy Our Social and Ethical Responsibility in Persuasion Critical Thinking and Analysis Seeing Persuasion in Everyday Life Ethos, Logos Pathos Types of Persuasive Speaking Persuasive Speaking Contexts Identifying a Persuasive Speech Topic	Choosing a Persuasive Speech Topic Identifying Issues Identifying Audiences Methods of Organization Making Arguments
<b>In-class activities</b>	Practice Arguments Determining the Issues	In Class Debate Practice Persuasion and Argumentation
<b>Homework</b>	Assignment 8: Submit a thesis and 4 sources for your Persuasive Speech	Assignment 8: Submit a Preliminary Argument using the Toulmin's Model for your Persuasive Speech

### Week 11 - Developing our Arguments

<b>CLO</b>	# 1, 2, 3, 4, 5	#3,4
<b>Days</b>	3/11	3/13
<b>Pre-class work</b>	Read: The Toulmin's Model	Read:

<b>Course Topics</b>	Learning the Toulmin's Model Characteristics of Arguments Good Arguments and Bad Arguments Logic and Reasoning	Making Values Based Arguments Using Emotions in Persuasion Counter Arguments and Rebuttals
<b>In-class activities</b>	10 Steps in the Development of a Persuasive Speech Identifying Persuasive Topics Critically Examining the Issues in a Debate Choosing a Persuasive Speech topic	In Class Argument Practice Sessions Developing our Arguments Working on our Final Persuasive Speech Outline
<b>Homework</b>	Assignment 9: Refine and Develop additional Arguments for your Persuasive Speech	Be Prepared to practice and deliver parts of your Persuasive Speech in Class

### Week 12 - Delivering our Persuasive Speeches

<b>CLO</b>	# 1, 2, 3, 4, 5	#1,2,3,4,5
<b>Days</b>	3/18	3/20
<b>Pre-class work</b>	Practicing and Preparing our Persuasive Speeches	Practicing and Preparing our Persuasive Speeches
<b>Course Topics</b>		
<b>In-class activities</b>	<b>Major Speech: Deliver Persuasive Speeches</b>	<b>Major Speech 5: Deliver Persuasive Speeches</b>
<b>Homework</b>	<b>Major Assignment 5:</b> Submit final Persuasive Speech Outline and Visual Aid	Major Assignment 5 Submit final Persuasive Speech Outline and Visual Aid Reflection 3: Final Course Reflection

**Final Exams:**

**Tuesday 3/25 from 1:45 PM to 3:45 PM**

## **Major Speeches**

### **1. Speech of Introduction: Introducing Yourself to an Audience**

**Goal:** This is an In-class Speech where you will introduce yourself to the class in exactly 2 minutes to practice time management, basics of delivery and managing communication apprehension.

- 1) Tell us about yourself and what we need to know about you as a classmate.
  - 2) Manage time and organize your speech.
  - 3) Be mindful of the audience and context of the speech.
  - 4) Try to be expressive with voice and gestures.
  - 5) Use appropriate language and context
  - 6) Be on time.
  - 7) Submit a Summary in Bullet Points of Your Speech to this Assignment.
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### **2. Informative Speech: Teaching the Audience about a Topic**

**Assignment Goal:** The goal of this assignment is for you to deliver a 3-minute informative speech on a topic that is appropriate to the audience, is research based, integrates evidence into the speech, uses speaker experience, submits an outline and a list of works cited.

**Assignment Purpose:** The purpose of the speech is to illustrate clear and expressive speech delivery skills while integrating research and evidence to enhance the audience's understanding and appreciation of the historical topic of your choice, as well as utilizing patterns of organization, development speech content in a vivid and descriptive manner and integrating visual aids.

#### **Assignment Criteria:**

- An attention-grabbing introduction that clearly states the subtopics of the speech.
- A method of organization appropriate to the topic, purpose and audience.
- The speaker establishes his or her experience with the subject.
- The speaker makes the topic relevant to the audience's frame of reference.
- The information is clearly organized, developed and achieves audience retention.
- The speaker utilizes examples, descriptions and a variety of supporting evidence.
- \*The speaker thoroughly cites two credible sources in the speech
- The conclusion reinforces the central idea and leaves a lasting impression.
- The speaker demonstrates effective delivery including verbal and nonverbal communication.
- The speech is delivered within the assigned time frame, 3 minutes
- The outline is developed, organized, cites sources and attaches a reference list.

*A completed outline is due on the day of your speech and should replicate the outline provided in class as a model.*

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### **3. Speech of Culture: Identifying, Researching and Expressing Cultural Values, Identity and Experiences**

**Goal:** To present a 3-minute informative speech with Introduction, Body and Conclusion, 2 types of Supporting Evidence and Storytelling, explaining a Cultural Value, Belief, Event, Process, Art, Person, Object, Location or Tradition.

After Identifying your topic, find 2 different sources from the Mount Tamalpais College Library resources (EBSCO in the Computer Lab, the College Library, and/or information via the Research Request Forms) and use Personal Experience to enhance the audience's knowledge.

- Identify a Cultural Group, preferably your own to Study
  - Find 2 Sources from the Mt Tam Library on Cultural Values, Locations, Belief Systems, Processes and /or Symbols from your Cultural Group
  - Organize your Speech with an Introduction, body and Conclusion
  - Cite 1 source accurately and comprehensively by Author, Date and Title.
  - Share your sources and summarize their contents
  - Tell a Story or Give a Brief Example
  - Explain how we can do, apply or transfer that knowledge to our lives
  - Submit a one-page Outline, Labeled, and Cited including Complete Source Citations
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#### **4. Speech to Entertain**

**Goal:** For this speech, you are using yourself as the basis of a self-discovery research project. After reflecting on your life, in the past, present or future, you are trying to answer a personal question you would like to know more about, and hopefully you will help us too. The speech is a speech of personal history, memory, personal development and reflection, and how the audience can learn from your life experience.

**Sample Topics:**

- How has growing up Arab-American affected my identity?
  - How did my father's death at a young age affect my life?
  - How did my childhood affect my personality?
  - What were the effects of growing up in poverty?
  - How has mental health affected my life?
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#### **5. Speech to Persuade: Arguing for or against a Topic in Disagreement**

**Assignment Goal:** To deliver a 3-minute argumentative speech arguing for or against a specific policy, law, innovation, behavior, movement or action that illustrates fundamentals of persuasion including crafting a persuasive message, constructing arguments, demonstrating sound logic and reasoning, use of credibility, integration of evidence and delivery that is persuasive in tone and manner.

**Speech Criteria:**

1. An attention-grabbing introduction that clearly identifies speech goals
2. Assertion of speaker credibility that illustrates knowledge of the topic
3. Demonstration of how the topic relates to the audience
4. Utilization of persuasive strategy such as motivation, logic, emotion, ethics, analysis, comparison, definition, etc.
5. Demonstration of emotion that is audience and topic appropriate
7. Use of storytelling to emphasize an aspect or dimension of the speech

8. Extemporaneous delivery that is persuasive in tone and style
9. Use of at least 2 specific credible sources that are verbally cited in the speech
10. Conclusion that leaves a lasting impression and emphasizes speaker goals
11. A one-to-two-page outline that is clearly labeled organized and cites 5 sources

### **Sample Outlines**

#### **Speech of Introduction**

Thesis: to Introduce myself, my background in Psychology, my work as a Behavioral Therapist and my passion for Piano.

Introduction: Introduction- Hi my name is James Detar and I am a second-year student here at Mt. Tam College.

II. I am studying Psychology

- a. Psychology is my passion
- b. I have always had an interest in Psychology
- c. I work in the mental health/ psychology field

III. I work as a Behavioral Therapist

- a. working as a BT is affirming
- b. It makes me feel like I have a positive impact
- c. I ultimately enjoy my job

IV. I enjoy playing piano and going to the gym

- a. I have played piano since I was 8 years old
- b. I freestyle on piano (don't read music anymore)
- c. playing piano makes me happy

V. Conclusion: I am excited to get to know you all, I look forward to meeting the rest of you and I hope you have a beautiful day.

#### **Informative Speech**

Thesis: Addressing Mental Health in the Latino Community is a significant issue due to cultural resistance and linguistic barriers.

Introduction: (personal anecdote): Good morning my name is Zayda Rodriguez and my topic is mental health in the Latino community.

1. One day I went to my yearly health checkup to get some blood tests done. While talking to the doctor he recommended I make an appointment with a therapist, I agreed, and he said he would give me the information for some nearby therapist. Some days passed and I kept receiving call after call from the clinic, but decided to ignore them because I was scared that they would force me somehow to go to a therapist and I would end up in a mental asylum. After 15 calls I decided to answer, and the nurse told me that the doctor found something in my blood and needed me to go to the emergency room.

Main point1: A large number of the older Latino community has a negative perspective regarding the usage of mental health assistance. This generational pattern in the Latino culture affects new generations who are trying to have better mental health and obtain more resources.

1. In her article, "Exploring Patterns of Mental Health Utilization Among Latinos," Carla Herrera claims that majority of participants in her search claimed that in their culture it is normal for individuals with mental illness to be viewed as sick and crazy by others, leading Latinos to be in denial of the existence of a mental illness.
2. I have witnessed older family members telling younger generations that there's not such a thing as depression, claiming that we are just lazy. And even making jokes about how if we were cleaning, we wouldn't be sad.

Transition to next main point: Now that we discussed this it is important to notice the improvement the community has made.

Main point 2: There is a continuous effort of breaking cultural and linguistic barriers between therapists and the Latino community.

1. In his magazine article, "Punto Final! Toward Meaningful Mental Health Services for Latinos. The Hispanic Outlook in Higher Education," Mario Hernandez claims that in order to close this gap, we need culturally sensitive approaches and better access to mental health care. To end the author talks about how by promoting understanding and removing obstacles, we can enhance services for everyone in our diverse community.

Conclusion: To end I would like to not only bring awareness to the changes that need to be made in the Latino community but also in other communities as a lot of people still view mental health help as something negative.

Sources:

- I. "Exploring Patterns of Mental Health Utilization Among Latinos," Carla Herrera
- II. "Punto Final! Toward Meaningful Mental Health Services for Latinos. The Hispanic Outlook in Higher Education," Mario Hernandez

## **Culture Speech**

Introduction: I've grown up learning Aztec Dance since I was a kid. My relationship to Aztec Dance has changed throughout my youth and I've realized just how important to my identity this artform is.

Thesis Statement: Aztec Dance is a cultural tradition that is not only helpful for the body, but it is also a way to connect to the traditions of the past and as a way to decolonize our cultural identity.

1. Aztec Dance is good for your body's health



A. Aztec Dance like many different cardio based exercises, has health benefits including helping your heart and lungs

B. Long term practice can also help your overall stamina and your breathing, which is helpful in de escalating stress and anxiety

C. Ryan Miller and Sofia Jaramillo Yakima Herald-Republic. "Healthy Tradition: Yakima Valley Aztec Dancers." Yakima Herald-Republic, 10 July 2016, [www.yakimaherald.com/news/local/healthy-tradition-yakima-valley-aztec-dancers/article\\_c9976bae-461f-11e6-88f0-a38188cb404b.html](http://www.yakimaherald.com/news/local/healthy-tradition-yakima-valley-aztec-dancers/article_c9976bae-461f-11e6-88f0-a38188cb404b.html).

D. "Molina said this helps with bilateral stimulation for the brain. This helps with stress, depression, anxiety and more, they said."

E. These dances are also helpful for people with health related issues and can be impactful to their overall health

## 2. Aztec Dance Offers a Cultural Connection to the past

A. Aztec Dance is a way for hispanic people to connect to their ancestral roots and traditions

B. Due to colonialism, the indigenous people of Mexico were barred for practicing their old rituals and ceremonies

C. Ann Myers, Kathleen. "Aztec Dance along the Ruta De Cortés: A Search for New Ethnic Identities." Hispanófila, no. 171, June 2014, pp. 157–80. EBSCOhost, <https://doi-org.deanza.idm.oclc.org/10.1353/hsf.2014.0032>.

D. "Mexicans who are attempting to shed the identity of mestizo, particularly as defined by the post-revolutionary Mexican state, and to recover a "lost" indigenous tradition and ethnicity. The dancers occupy strategic, public spaces as they perform and some are willing to be interviewed."

E. Aztec Dance is not only an important tradition that continues to benefit the people involved but also acts as political action against the problems of colonialism and white supremacy.

Conclusion: The present situation in the Bay Area is one filled with lots of potential for change in both the view of indigenous cultures and their traditions but also a way to combat the lingering issues of colonialism.

1. Ann Myers, Kathleen. "Aztec Dance along the Ruta De Cortés: A Search for New Ethnic Identities." Hispanófila, no. 171, June 2014, pp. 157–80. EBSCOhost, <https://doi-org.deanza.idm.oclc.org/10.1353/hsf.2014.0032>.

This research paper talks about the history of the people of Mexico and their perspective of the point in which colonialism took over the country. The paper is intended to convey different perspectives of the locals who live in that area. As well as connecting the practices of Danza Azteca in the streets as protests to the after effects of colonialism.

Sources:

1. La Torre, Renée de. "Las Danzas Aztecas En La Nueva Era. Estudio de Caso En Guadalajara." *Revista Cuicuilco*, vol. 19, no. 55, Sept. 2012, pp. 145–70. EBSCOhost, [search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=90170590&site=ehost-live](https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=90170590&site=ehost-live).

2. Tezozomoc. *Revernaculizing Classical Nahuatl through Danza (Dance) Azteca-Chichimeca*. Jan. 1997. EBSCOhost, [search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED415065&site=ehost-live](https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED415065&site=ehost-live).

This pamphlet is from the late 1990's and it comes from a leader of a group based in L.A.

### **Speech to Entertain Examples**

General Purpose: To Entertain.

Specific Purpose: To entertain the audience by describing my experience of moving to China to go to high school.

Thesis: My family moved to China in ninth grade to be with my dad, where he worked. Even though I attended an international school, where everybody spoke English, the transition from living in California to living in Xiamen was an interesting and difficult experience. I met a lot of people from different cultures, some of whom became my best friends, and became accustomed to a totally new lifestyle.

General Purpose: To Entertain.

Specific Purpose: To entertain the audience by recounting one of the weirdest experiences with my friends.

Thesis: After a concert, my friends and I were driving back home on the highway when one of my friends really needed to use the bathroom. We were nowhere near an exit, so someone suggested that she use an empty cup. The chaos, panic and laughter that followed will always be one of my craziest and favorite memories.

General Purpose: To entertain.

Specific Purpose: To entertain the audience by explaining how I first decided to start creative writing.

Thesis: Ever since I can remember, I've loved reading. I distinctly remember being in second grade and going into my dad's office to use his computer and start my own story. Ever since then, I've gone through countless new concepts, drafts and versions of my story ideas, and have only recently finally completed a full book

## **Persuasive Speech**

Topic: Support Affordable Housing

Specific Purpose: The Persuade the Audience of the benefits of affordable housing to communities.

Thesis Statement: Housing has become a harder thing to secure in this current economic environment. So, while providing affordable options for housing is a good gesture, it also helps address many issues present such as the racialized methods of controlling housing. As well as the stagnation in building these units and implementing these policies.

Introduction: Recently I was talking with a friend of my mom's, who works for the County of Santa Clara, specifically in community health. At some point during our conversation, we came to the topic of housing in San Jose and how difficult it seems it is to move forward with policy. She informed me that the city of San Jose was considering using the money from Measure E, which was brought upon to help build more housing, and is now being used to sweep homeless encampments.

Credibility: I've grown up in downtown San Jose for my whole life and have had to move to different houses throughout my childhood. My family has had to move because of the increase in rent prices throughout the bay area. And while I do find myself in a better home, it's clear that having a roof over your head can relieve lots of different stresses that we feel as a society today.

Body:

I. Affordable Housing can sometimes stagnate if not fully developed and understood by the public

1A. "Urban planning research from University of Massachusetts Amherst argues that "the confluence of a lack of oversight and the unproven efficacy of ADUs as low-income housing means that California has low-income housing units that exist on paper, but not in operation."

1B. "This research reveals that unless San Francisco, and the State of California more broadly, expect its lowest-income residents-those with the least access to resources and highest

reliance on their localized social networks- to uproot their lives and move to new communities to access just the choice of ADUS, the promise of ADUs is a false one.”

1C.Week, Lauren Ashley. “Less Is Not More: The False Promise of Accessory Dwelling Units for San Francisco’s Lowest-Income Communities.” *Journal of Affordable Housing & Community Development Law*, vol. 30, no. 2, Sept. 2021, pp. 281–303. EBSCOhost, [search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=153167036&site=ehost-live](https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=153167036&site=ehost-live).

II. Affordable Housing can help the wellbeing of homeless people

2A.”Unhoused people have much worse health outcomes and higher mortality rates than the general population; the homeless have a death rate that is four times as high.x Unhoused populations are often exposed to high-risk environments and are much less likely to have health

insurance or receive regular care for existing conditions.”

2B.”Households with stable and affordable housing are more likely to have health insurance and to take preventative measures like regularly scheduled doctor visits. For residents with chronic conditions, housing stability means they are more likely able to have consistent and ongoing health care.”

2C. Shamsuddin, Shomon, and Colin Campbell. “Housing Cost Burden, Material Hardship, and Well-Being.” *Housing Policy Debate*, 29 Mar. 2021, pp. 1–20, <https://doi.org/10.1080/10511482.2021.1882532>.

III. Affordable Housing helps kids succeed educationally

3A.”Another long-term economic benefit of affordable housing is the chance to decrease

childhood poverty. When children don’t have consistent, safe, and stable housing, they are less

likely to succeed in school.”

3B.”It’s been proven that equipping children with tools for social mobility creates economic growth for communities. According to Mark Rank, a Professor of Social Welfare at Washington University, “It is estimated that for every dollar spent on reducing childhood poverty, the country would save at least \$7 with respect to the economic costs of poverty.”

3C.Hernandez, Shase. “5 Ways Whole Communities Can Benefit from Affordable Housing.” *United Way Bay Area*, 14 Mar. 2024, [uwba.org/blog/5-ways-whole-communities-can-](https://uwba.org/blog/5-ways-whole-communities-can-benefit-from-affordable-housing/)

[Benefit-from-affordable-housing /](https://uwba.org/blog/5-ways-whole-communities-can-benefit-from-affordable-housing/) Accessed 25 June 2024.

Conclusion: Affordable housing is beneficial to the health of communities and encourages growth for people who are struggling in this current economy. While measures and proposals face an uphill battle against the housing industry and inaction of cities implementing them, they benefit the homeless by providing safe shelter from outside issues and help children of these same people with educational opportunities.

Bibliography:

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4. House, Sophie, and Krystle Okafor. "Under One Roof: Building an Abolitionist Approach to Housing Justice." *Journal of Affordable Housing & Community Development Law*, vol. 30, no. 2, Sept. 2021, pp. 121–36. EBSCOhost, [search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=153167029&site=ehost-live](https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=153167029&site=ehost-live).
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