ORAL COMMUNICATION · STUDY GUIDE

Exam 4 Study Guide

This guide covers chapters 7 and 8. First you will turn a thesis into a research plan, search like a librarian, judge a source by leaving it, and make numbers land for the ear. Then you will turn the pile into a path: main points that pass four tests, a pattern chosen for the audience, connectives that make the structure audible, and two outlines that do two different jobs. Read the "what to know" paragraphs, copy the tables by hand, try each worked case with the steps covered, and finish each chapter with its ten self-test items. The cram sheet at the end puts every rule in one place.

WHAT THIS GUIDE COVERS

- Chapter 7 · the three-column inventory and evidence budget, research questions with population, comparison and outcome, keyword ladders, primary, secondary and tertiary sources, Boolean operators and subject headings, citation chaining, interviews, lateral reading and SIFT, CRAAP, peer review and predatory journals, study design and sample, absolute versus relative risk, forms of support, spoken numbers, the support sandwich, oral citations, Q, P and M note tags, patchwriting and the working bibliography.
- Chapter 8 · why listeners need structure, working-memory limits, harvesting main points from the thesis, the weight, overlap, sufficiency and count tests, six organizational patterns, matching pattern to audience, Monroe's motivated sequence, transitions, signposts, internal previews and summaries, the full-sentence outline and its four rules, the speaking outline and cutting a draft.

CHAPTER 7

Research and Supporting Material

Read it in full: **Chapter 7 in the textbook**. Practice it in the lab: **The Ninety-Second Source Check** and **Make the Number Land**.

What to know

Plan before you search. Write three columns: **what I already know**, **what I am assuming**, and **what an audience will make me prove**. The third column is your search plan, and each line implies a different kind of source: an incidence claim needs agency or study data, a feasibility

claim might need an interview, a definition claim needs a professional body. Then mark each claim free, cheap or expensive: that is your **evidence budget**. A five-minute speech has room for roughly six to nine pieces of support; four sources cited aloud beat twenty in a bibliography.

Turn claims into **research questions** a database can answer: who exactly, compared with what, measured how, over what period. Health students know this as PICO. A missing comparison is the most common failure, because "does X work?" cannot be answered until you say "better than what?" You are done with a question when three credible sources converge, or when you can describe how they disagree. Build a **keyword ladder** first: synonyms, narrower terms, broader terms and outcome words, because the field may write "handover" where you say "handoff." Harvest keywords from good abstracts as you go.

Match the source to the claim. A **primary** source is the original record (the study, the data, the interview). A **secondary** source analyzes or reports on it (a review article, a news story). A **tertiary** source compiles what is established (encyclopedias, most textbooks); great for orientation, weak as authority. A systematic review or meta-analysis is often the strongest single citation for a general claim. Agency reports give population statistics; know the collection year. Preprints are legitimate if you say they are not yet peer reviewed. Advocacy sites select by design.

Search like a librarian. Library databases (CINAHL, Academic Search, PsycINFO; PubMed is free) beat Google Scholar for filtering. **AND** narrows, **OR** inside parentheses widens, **NOT** excludes (sparingly), quotation marks lock a phrase, an asterisk **truncates** (nurs*), field limiters target title or abstract, and **subject headings** (controlled vocabulary such as MeSH) catch articles that never use your word. Read the count like a gauge: four results means over-constrained; forty thousand means under-constrained; about twenty to two hundred is workable. **Citation chaining** mines one good article backward (its references) and forward ("cited by"). Ask a librarian. Interview an expert with six to eight open questions, the key one third.

Judge a source by leaving it. Stanford researchers found professional fact-checkers judged unfamiliar sites faster and more accurately than students and PhD historians because they read **laterally**, opening new tabs about the source. Caulfield's **SIFT**: **Stop**, **Investigate** the source, **Find** better coverage, **Trace** claims to the original. It takes about ninety seconds. The CRAAP test

(currency, relevance, authority, accuracy, purpose) is useful vocabulary; answer its questions from other tabs.

Peer review is a meaningful floor, not a guarantee: reviewers read the manuscript, not the raw data, rarely catch fabrication, and cannot promise replication. Watch for **predatory journals** (fees, cosmetic review; Beall's list came down in 2017). Then check whether the study supports your exact sentence. Match design to question: the evidence hierarchy (reviews, randomized trials, cohort, case-control, cross-sectional, case reports) is built for treatment questions; qualitative and survey designs fit experience and belief questions. Say the sample. Observational studies show association, so say "was associated with." In the WHO surgical checklist study (Haynes and colleagues, 2009), deaths at eight hospitals fell from 1.5 to 0.8 percent in a before-and-after design: "fell by roughly half after," not "cut deaths in half."

Separate **absolute risk** (two cases in a hundred) from **relative risk reduction** ("cuts risk in half"). A 50 percent relative drop can mean 2 in 100 to 1, or 40 in 100 to 20. Give both. **Supporting material** does three jobs: a statistic proves, an example clarifies, a story makes people care. Forms: brief, extended and hypothetical examples (label hypotheticals), statistics, expert and peer testimony, definitions, comparison and contrast, and analogies (literal compare like things; figurative ones clarify but prove nothing). Make numbers land: round hard, one number per sentence, give the denominator, translate to human scale, anchor with a comparison, and put the source first.

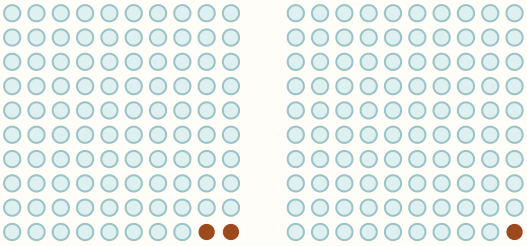
Use the **support sandwich**: claim, citation, evidence, translation, link. Never let evidence sit naked. An **oral citation** names the source, its authority and its date before the claim; never read a URL or an APA string aloud, and vary the verb. Tag every note at capture: **Q** quotation (in quotation marks), **P** paraphrase built after closing the source, **M** my own idea. **Patchwriting** (Rebecca Moore Howard) keeps a source's structure with synonyms swapped; it is plagiarism even when accidental. Close the source and say the idea aloud to paraphrase. Never cite a source you have not opened, including references from an AI tool. Keep a working bibliography from day one with a line on which claim each source supports, and write oral citations into the outline word for word.

LOCK THESE IN

- Inventory: know, assume, must prove. Rank claims free, cheap or expensive: the evidence budget.
- A research question names a population, a comparison, an outcome and a period.
- Primary is the original; secondary analyzes it; tertiary summarizes (orient, do not cite).
- AND narrows, OR widens, quotes lock phrases, asterisk truncates, subject headings catch synonyms.
- SIFT: Stop, Investigate, Find better coverage, Trace to the original. Read laterally.
- Peer review is a floor. Say "associated with" for observational data. Give absolute and relative risk.
- Support sandwich: claim, citation, evidence, translation, link.
- Oral citation: source, authority, date, before the claim. Tag notes Q, P, M; patchwriting is plagiarism.

"Cuts risk in half" can mean two very different things

Low baseline

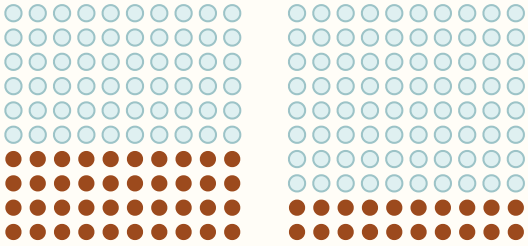


Before: 2 in 100 **After: 1 in 100**

Relative: 50% lower

Absolute: 1 fewer per 100

High baseline



Before: 40 in 100 **After: 20 in 100**

Relative: 50% lower

Absolute: 20 fewer per 100

Say both: "about half, from roughly two people in a hundred to one."

Find the counts behind the percent. Each grid is 100 people drawn to scale. Both changes are a 50 percent relative reduction, but one spares 1 person per 100 and the other spares 20.

Key terms and comparisons

Term	What it means	Use it for
Evidence budget	Claims ranked by how much proof the room will demand	Spending research hours wisely
Keyword ladder	Synonyms, narrower, broader and outcome terms	Finding work filed under other words
Controlled vocabulary	Indexer-assigned subject terms (MeSH)	Catching articles that never use your word
Citation chaining	References backward; "cited by" forward	Doubling the yield of one good article
Lateral reading	Leaving the page to learn about the source	Judging unfamiliar sites fast
Peer review	Expert review before publication	A floor, not a guarantee
Preprint	Posted before peer review	Cite, and say so aloud
Absolute / relative risk	Rate with denominator / ratio or proportion of change	Saying percentages honestly
Oral citation	Spoken source, authority, date before the claim	Credibility the room actually hears
Patchwriting	Source structure kept, synonyms swapped	Recognizing accidental plagiarism

Search moves

Move	What it does	Example
AND	Narrows: both terms required	handoff AND "patient safety"
OR in parentheses	Widens: any synonym	(handoff OR handover OR "shift report")
NOT	Excludes; use sparingly	handoff NOT football
Quotation marks	Exact phrase	"bedside shift report"
Asterisk	Every ending of a stem	nurs* finds nurse, nurses, nursing
Field limiter	Search title or abstract only	TI(handoff)
Subject heading	Indexer-assigned term	MeSH: "Patient Handoff"

SIFT in ninety seconds

Move	What you do
Stop	Notice a strong reaction; slow down before sharing or citing
Investigate the source	Leave the page; search the organization plus "funding" or "about"
Find better coverage	Search the claim itself; do established outlets agree?
Trace to the original	Follow article to press release to study; read at least the abstract

Worked cases

WORKED CASE 1 · TURN A TOPIC INTO A RESEARCH QUESTION

A student, Keiko, types "campus food insecurity" into a database and gets thousands of results. Rebuild it.

STEP 1 · NAME THE GAP

It is a subject, not a question. No population, comparison, outcome or period.

STEP 2 · ADD THE FOUR BOUNDARIES

Who: undergraduates at four-year public colleges. Compared with what: students with and without a campus food pantry. Measured how: self-reported skipped meals. Over what period: studies since 2016.

STEP 3 · WRITE THE QUESTION

"Among undergraduates at four-year public colleges, how do skipped-meal rates compare between campuses with and without a food pantry, in studies since 2016?"

STEP 4 · BUILD THE KEYWORD LADDER

Synonyms: food insecurity, hunger, food access. Narrower: campus pantry, meal swipe program. Outcome words: skipped meals, GPA, retention.

WORKED CASE 2 · REPAIR A SEARCH BY ITS RESULT COUNT

Search A: ("campus food pantry" AND "skipped meals" AND retention AND GPA), 2024 only: 3 results. Search B: food: 412,000 results. Repair both.

STEP 1 · READ A AS OVER-CONSTRAINED

Three results means too many required concepts. Drop the narrowest (GPA), widen the date range to 2016 onward, and add OR synonyms: (pantry OR "meal program").

STEP 2 · READ B AS UNDER-CONSTRAINED

One loose word. Add a second and third concept with AND, and move key terms into the title field.

STEP 3 · ADD TRUNCATION AND PHRASES

(college* OR universit*) AND ("food insecurity" OR hunger) AND (pantry OR "meal program").

STEP 4 · AIM FOR THE WORKABLE BAND

About twenty to two hundred results is a page you can skim. Then chain from the best recent review.

WORKED CASE 3 · SAY A PERCENTAGE HONESTLY

A news story says a new reminder app "cut missed appointments by 50 percent." Tracing to the study, you find missed visits fell from 8 in 100 to 4 in 100 at one clinic, in a before-and-after design.

STEP 1 · COMPUTE THE RELATIVE CHANGE

(8 − 4) ÷ 8 = 0.5, a **50 percent** relative reduction. The headline is accurate as far as it goes.

STEP 2 · COMPUTE THE ABSOLUTE CHANGE

8 − 4 = **4 fewer missed visits per 100** appointments.

STEP 3 · CHECK THE DESIGN

Before-and-after at one clinic shows association, not proof of cause.

STEP 4 · WRITE THE SPOKEN SENTENCE

"At one clinic studied, missed appointments fell by half after the app arrived: from about 8 in 100 to 4."

WORKED CASE 4 · BUILD A SUPPORT SANDWICH WITH AN ORAL CITATION

Claim: late-night campus shuttles reduce walking alone after dark. You have a (fictional) 2023 survey by your campus safety office of 640 students. Frame it.

STEP 1 · CLAIM

"The walk home after a late lab is where most of us feel least safe."

STEP 2 · CITATION BEFORE THE EVIDENCE

"In a 2023 survey by our campus safety office, which polled 640 students,"

STEP 3 · EVIDENCE AND TRANSLATION

"...about half said they had walked home alone after 11 p.m. in the past month. In other words, if you sit in a row of ten, five of you have made that walk."

STEP 4 · LINK

"That is the walk a 1 a.m. shuttle would replace." Note the citation names source, authority and date before the number.

TRAPS PEOPLE FALL INTO

- **Collecting more sources than you can cite aloud.** Depth is what the audience hears.
- **Asking "does it work?" with no comparison.** Better than what?
- **Searching only your own words.** The field may use different vocabulary; build the ladder.
- **Citing Wikipedia as authority.** Use it to orient and to reach the references at the bottom.
- **Reading a site more closely to judge it.** Leave it; surface features are easy to fake.
- **Treating peer review as proof.** It is a floor; papers are retracted every year.
- **Saying "caused" for an observational study.** Say "was associated with."
- **Quoting a relative reduction alone.** Find the counts and give both.
- **Swapping synonyms and calling it a paraphrase.** That is patchwriting.
- **Citing a reference an AI tool produced without opening it.** It may not exist.

Chapter 7 self-test · ten items

1. What is an evidence budget?

A. A limit on how much money research may cost you
B. A ranking of claims by how much proof the room will need
C. A count of sources required by the assignment
D. A list of statistics sorted from largest to smallest

B. A ranking of claims by how much proof the room will need Marking claims free, cheap or expensive keeps you from documenting the obvious and under-supporting the claim the room will resist.

2. Which research question is ready for a database?

A. Why is telehealth so much better than in-person office visits for adults?
B. What does the research say about telehealth and rural health care?
C. For rural adults, does telehealth or in-person follow-up cut missed visits more?
D. Is telehealth good for rural patients who live far from the nearest clinic?

C. For rural adults, does telehealth or in-person follow-up cut missed visits more? It names a population, a comparison and a measurable outcome. The others are undefined, a subject heading, or assume the answer.

3. A news story summarizing a new study is which kind of source?

A. Secondary
B. Primary
C. Tertiary
D. Controlled

A. Secondary It reports on primary material. The study itself is primary; an encyclopedia entry is tertiary.

4. Your search returns four results. What should you do first?

A. Widen with OR synonyms and loosen limits
B. Conclude that no research exists on it
C. Add a third required concept with AND
D. Move all the terms into the title field

A. Widen with OR synonyms and loosen limits Four results means over-constrained. Adding AND or field limits would narrow it further.

5. What does the asterisk in nurs* do?

A. Excludes every article that uses the stem
B. Limits the search to article titles
C. Retrieves every ending of the word stem
D. Locks the stem as an exact phrase

C. Retrieves every ending of the word stem Truncation finds nurse, nurses and nursing in one move.

6. Professional fact-checkers judged unfamiliar sites well mainly because they:

A. Checked whether the address ended in .org or .edu
B. Looked for a professional design and a reference list
C. Read the page more slowly and carefully than anyone
D. Left the page to see what others said about the source

D. Left the page to see what others said about the source Lateral reading beats vertical reading because surface features can be faked in an afternoon.

7. What does peer review reliably NOT do?

A. Send the work to qualified reviewers first
B. Detect fabricated data or guarantee replication
C. Catch methodological errors in a manuscript
D. Flag conclusions that overreach the data

B. Detect fabricated data or guarantee replication Reviewers read the manuscript, not the raw data. Peer review is a floor, not a guarantee.

8. A treatment "cuts risk by 50 percent." What must you find before saying it aloud?

A. The absolute numbers behind the percentage
B. Whether the authors used the word cause
C. The total number of pages in the article
D. Whether the journal has a high impact score

A. The absolute numbers behind the percentage A 50 percent relative drop could be 2 to 1 per 100 or 40 to 20 per 100. Give both.

9. Which oral citation is complete?

A. "According to Smith, comma, 2019, page 44, the data show..."
B. "According to my source at w-w-w dot c-d-c dot gov..."
C. "Studies show that this problem is quite common in hospitals today..."
D. "A 2021 review in BMJ Quality and Safety, of thirty studies, found..."

D. "A 2021 review in BMJ Quality and Safety, of thirty studies, found..." It gives the source, its authority and its date before the claim. The others read written format aloud or name nothing.

10. A student keeps a source's sentence structure but replaces most words with synonyms. This is:

A. Common knowledge that needs no citation
B. Patchwriting, a form of plagiarism
C. A genuine paraphrase that needs no citation
D. A direct quotation that needs quote marks

B. Patchwriting, a form of plagiarism The shape and thinking remain the source's. Close the source and explain it aloud instead.

CHAPTER 8

Organizing and Outlining

Read it in full: **Chapter 8 in the textbook**. Practice it in the lab: **The Main-Point Audit Bench** and **The Outline Doctor**.

What to know

A listener has no scroll bar: one pass, at your speed. Every navigation job a reader does with the eyes, you must do out loud, so organizing is accessibility, not tidiness. Miller (1956) proposed about seven items, plus or minus two; Cowan argued the real limit is closer to four. The number is contested, but every version says fewer, bigger, labeled chunks. For a five- to eight-minute speech that means **two to four main points**. Older studies (Thompson; Sharp and McClung) suggest disorganization costs some comprehension and credibility; treat that claim modestly.

Do the arithmetic. After the introduction and conclusion take 20 to 25 percent, a six-minute speech has roughly 285 seconds of body: seven points get about forty seconds each, three get about ninety-five. Collapsing points demotes material from headline to support, where it can finally be developed. A specific thesis hands you your main points: "three cues, escalate, document" is already three coordinate points in a defensible order. If it does not, sketch the same topic in two or three skeletons and choose.

Audit candidate points with **four tests**. **Weight** (coordination): siblings are roughly equal in scope, not a parent and child. **Overlap**: each point can be said without wandering into the next. **Sufficiency**: believing every point delivers the thesis, with no holes and no passengers. **Count**: two to four for a short speech, usually three.

Six patterns carry built-in logic. **Chronological** (time or steps), **spatial** (location or depth), **topical** (natural categories; the default), **causal** (cause to effect or back), **comparison-contrast** (options side by side) and **problem-solution** (harm, often cause, then remedy). Choose the pattern from what the audience already believes and what you need them to do, not from the topic. If a room doubts the problem exists, expand the problem step, add a cause step, and shrink the solution to one concrete ask.

Monroe's motivated sequence (Alan Monroe, Purdue, 1930s) has five steps: **attention**, **need**, **satisfaction**, **visualization**, **action**. Steps one and five overlap with the introduction and conclusion. Speakers most often skip visualization, though picturing the future is what moves people. They botch action: "think about it" is not an action step; a real one names a behavior, a time and a place and is small enough for a tired person to say yes.

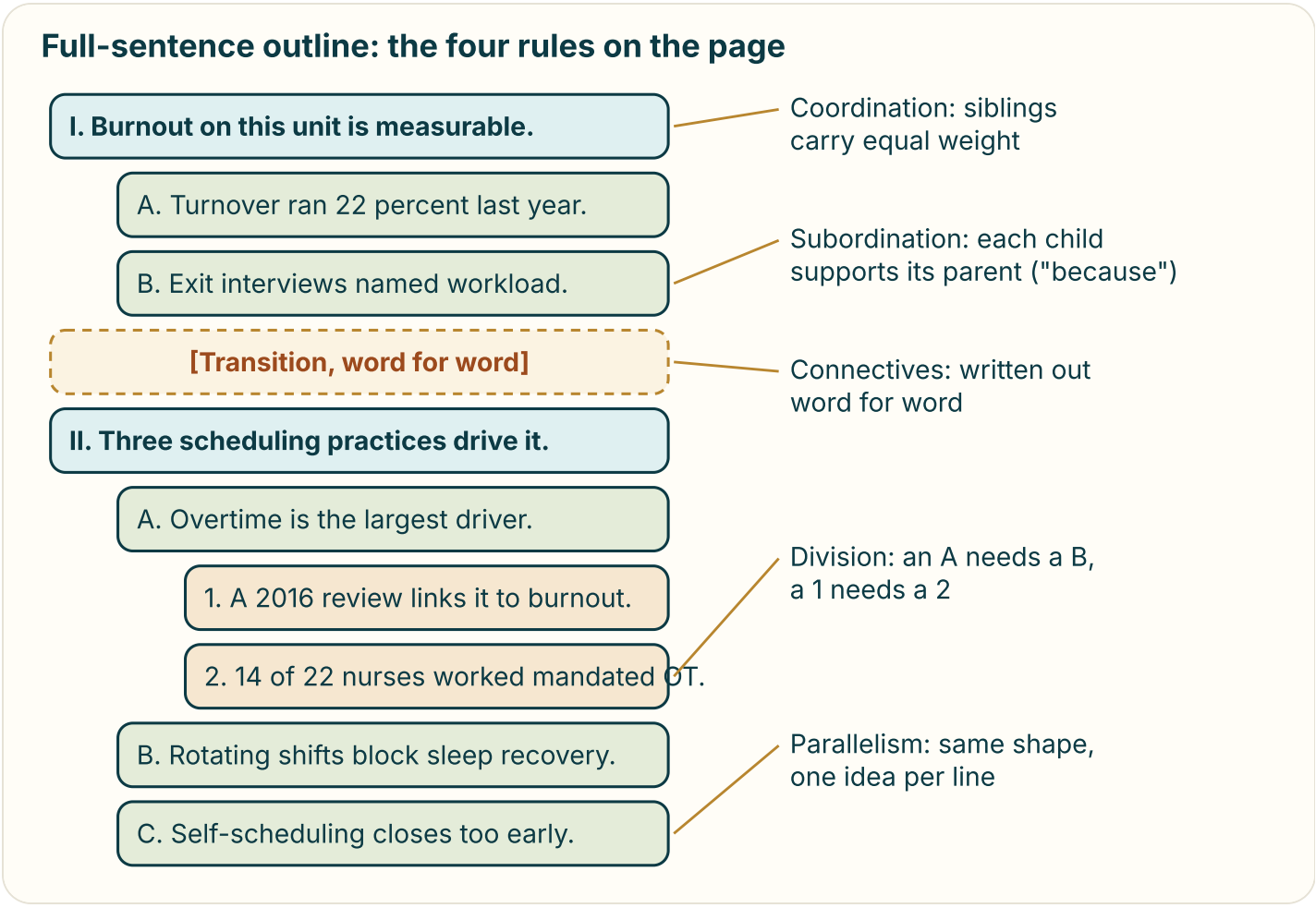
Connectives make the structure audible. A **transition** closes one point and opens the next by naming both. A **signpost** marks position or emphasis ("second," "the most important"). An **internal preview** forecasts a section's parts; an **internal summary** restates what it established. Put a written transition at every seam: four in a three-point speech. Preview any point with three or more subpoints; summarize any point with numbers, a mechanism or a key definition. Nonverbal transitions (a pause, a step, a slide change) can carry the seam too. Hold labels fixed; vary the language around them. A written transition is the best cure for fillers.

The **full-sentence outline** (working or preparation outline) is where you test the thinking: Roman numerals for main points, capital letters for subpoints, Arabic numerals for support, lowercase letters below that. Four rules. **Coordination**: same level, same weight. **Subordination**: each indented item supports its parent; try "because" or "for example." **Division**: an A needs a B and a 1 needs a 2; a lone subpoint is the cheapest bug detector. **Parallelism and singularity**: siblings share a grammatical shape and each line holds one idea. Write oral citations and bracketed connectives in place.

The **speaking outline** (keyword or delivery outline) answers one question fast: what comes next? Compress to keywords, except direct quotations and your first and last sentences, which stay in full; statistics keep enough of the source to say accurately. Print 18 to 24 point, one side, numbered, with delivery cues in a distinct color or italics. Never bring the full-sentence outline to the lectern. Rehearse aloud, standing, from that exact page. When long, do not speed up: cut support (leaves), not structure (branches), and aim for about ten percent of margin.

LOCK THESE IN

- Two to four main points; fewer, bigger, labeled chunks.
- Four tests: weight, overlap, sufficiency, count.
- Six patterns: chronological, spatial, topical, causal, comparison-contrast, problem-solution. Choose for the audience.
- Monroe: attention, need, satisfaction, visualization, action. Visualization is skipped; action is botched.
- Transitions at every seam, written word for word; previews and summaries for dense points.
- Outline rules: coordination, subordination, division, parallelism. No lone A, no lone 1.
- Speaking outline: keywords, except quotations and the first and last sentences.
- Running long: cut support, not structure.



An outline you can audit at a glance. Symbols and indentation show rank. Scan for any lone A or lone 1: each one marks a place where the thinking stopped early.

Key terms and comparisons

Term	What it means	Use it for
Main point	One of two to four top-level claims	Delivering the thesis
Chunking	Grouping items into a few labeled units	Fitting limited working memory
Transition	Bridge sentence naming both points	Every seam
Signpost	Short positional or emphasis marker	Keeping count inside a point
Internal preview	Forecasts the parts of a section	Points with three or more subpoints
Internal summary	Restates what a section established	Points with numbers or mechanisms
Coordination	Same-level items carry equal weight	Spotting a child posing as a sibling
Subordination	Each indented item supports its parent	The "because" test
Rule of division	An A needs a B; a 1 needs a 2	Finding stopped thinking
Parallelism	Same shape, one idea per line	Points easy to hear and remember

Six organizational patterns

Pattern	Organizing principle	Best for
Chronological	Time or steps in order	How-to, histories, protocols
Spatial	Location, direction or depth	Anatomy, floor plans, layered structures
Topical	Natural categories	The default: types, barriers, benefits
Causal	Cause to effect, or back	When the link itself needs proving
Comparison-contrast	Options side by side	Recommendations; myth versus fact
Problem-solution	Harm, cause, remedy	Asking for a policy or behavior change

Monroe's motivated sequence

Step	Its job
1. Attention	Earn the right to the next sixty seconds
2. Need	Establish the problem and make it theirs
3. Satisfaction	Present the solution concretely enough to picture
4. Visualization	Show the future with the solution, or without it
5. Action	One specific, doable, immediate ask: behavior, time, place

Worked cases

WORKED CASE 1 · AUDIT SEVEN POINTS DOWN TO THREE

A student, Omar, brings seven main points to a six-minute speech on dorm noise: (1) residents report noise most nights, (2) most complaints are after midnight, (3) sleep suffers, (4) grades drop, (5) students skip class, (6) quiet hours exist but are not enforced, (7) peer mediators could help.

STEP 1 · RUN THE WEIGHT TEST

Items 3, 4 and 5 are consequences of the noise, not siblings of it. Items 6 and 7 are both about remedies.

STEP 2 · GROUP

I. The noise is frequent and late (support: 1 and 2). II. It costs sleep and grades (support: 3, 4, 5). III. Two fixes already exist (support: enforce quiet hours; peer mediators).

STEP 3 · CHECK SUFFICIENCY AND OVERLAP

If listeners believed I, II and III, the thesis is delivered; each point can be said without needing the next.

STEP 4 · CHECK THE COUNT AND TIME

Three points in about 285 seconds of body is about 95 seconds each: room for a claim, evidence, a source and an example.

WORKED CASE 2 · CHOOSE THE PATTERN FOR THE ROOM

Topic: a proposal for a campus bike-share. Audience A has never heard of it; audience B rides daily and already agrees there is a problem; audience C (the budget committee) doubts that lack of bikes causes late arrivals.

STEP 1 · AUDIENCE A

Chronological: walk them through one student's morning with and without a bike. The sequence makes the argument.

STEP 2 · AUDIENCE B

Skip the problem. Use **comparison-contrast**: two bike-share models side by side.

STEP 3 · AUDIENCE C

Use **causal**: establish with evidence that transport gaps cause late arrivals, because no solution lands until they accept the link.

STEP 4 · THE RULE

Same topic, three patterns. The audience decides, not the topic.

WORKED CASE 3 · WRITE THE FIVE MONROE STEPS

Ask classmates to join a Saturday campus cleanup.

STEP 1 · ATTENTION

"Last Sunday I counted 212 cups along the path from the library to the bus stop."

STEP 2 · NEED

"That path is the first thing visitors and prospective students see, and grounds staff cover it once a week."

STEP 3 · SATISFACTION

"A two-hour cleanup, gloves and bags provided, meeting at the fountain."

STEP 4 · VISUALIZATION

"Picture Monday morning: the same walk, and the only thing on the grass is the grass."

STEP 5 · ACTION

"The sign-up sheet is by the door. Put your name on Saturday, 9 a.m. One morning." A behavior, a time and a place.

WORKED CASE 4 · REPAIR A BROKEN OUTLINE

Draft: "I. Campus parking is bad. A. There are too few spaces. II. Permit prices. III. What the school could do and why last year's plan failed."

STEP 1 · FIND THE LONE SUBPOINT

I has only an A. Either add B ("Lots fill by 8:10 a.m.") or fold A into I.

STEP 2 · FIX PARALLELISM

I is a claim, II a noun phrase, III a compound question. Rewrite all three as declarative sentences.

STEP 3 · SPLIT THE NON-SINGULAR LINE

III holds two ideas. Make it one claim, and move the failed plan to a subpoint as evidence.

STEP 4 · RESULT

"I. Parking runs out before morning classes start. II. Permit prices rose faster than spaces. III. A shuttle from the stadium lot would close the gap."

TRAPS PEOPLE FALL INTO

- **Thinking more points means more content.** It means less time per point; demote extras to support.
- **Picking a pattern from the topic.** Pick it from the audience's beliefs and the action you need.
- **Running problem-solution on a doubting room.** Expand the problem and add a cause step first.
- **Skipping visualization.** Explaining is not picturing; people act on pictures.
- **Writing "think about it" as the action step.** Name a behavior, a time and a place.
- **Improvising transitions.** Write them word for word; they are where fillers live.
- **Leaving a lone A or lone 1.** Every one marks thinking that stopped early.
- **Bringing the full-sentence outline to the lectern.** You will read it.
- **Cutting a main point the night before.** It breaks the preview, a transition and the conclusion; trim support instead.

Chapter 8 self-test · ten items

1. Why do working-memory findings favor two to four main points?

A. Every version of the research favors fewer, bigger chunks

B. Miller proved that humans hold exactly seven items at once

C. Short speeches legally require three points

D. Cowan showed audiences remember every point

A. Every version of the research favors fewer, bigger chunks Whether the limit is about seven or about four is contested; both point toward fewer, labeled chunks.

2. "Causes of burnout," "Effects on safety," and "One hospital's twelve-week pilot" fail which test?

A. Overlap
B. Division
C. Weight
D. Count

C. Weight The pilot is a single example sitting beside two broad categories. Make it support under a solutions point.

3. Which pattern best fits "how a blood sample travels from the draw to the posted result"?

A. Comparison-contrast
B. Chronological
C. Spatial
D. Topical

B. Chronological The sequence is the content; each step only makes sense after the one before it.

4. Experienced nurses already agree the staffing problem is real. Which pattern wastes the least of their time?

A. Causal proof that staffing causes outcomes
B. Chronological walk through a nurse's shift
C. Comparison-contrast of two staffing approaches
D. Problem-solution that opens on the problem

C. Comparison-contrast of two staffing approaches They live the problem, so spending ninety seconds proving it wastes their time. Hold the options side by side.

5. Which step of Monroe's motivated sequence do speakers most often skip?

A. Need
B. Attention
C. Visualization
D. Satisfaction

C. Visualization It feels redundant after the solution, but picturing the future is what moves people to act.

6. Which is a real action step?

A. "Try to learn more about this issue soon."
B. "So please just think about it this week, if you have time."
C. "I hope this has opened your eyes today."
D. "Sign up for one date on the break-room sheet this month."

D. "Sign up for one date on the break-room sheet this month." An action step names a behavior, a time and a place, small enough that a tired person can say yes.

7. "So: overtime, rotation and bidding order. Three causes, all fixable." is a:

A. Internal summary
B. Signpost
C. Internal preview
D. Filler

A. Internal summary It restates what the section established before moving on. A preview would forecast what is coming.

8. What does the rule of division require?

A. Siblings must share the same grammar
B. An A needs a B, and a 1 needs a 2
C. Each main point needs exactly three subpoints
D. Every line must be a complete sentence

B. An A needs a B, and a 1 needs a 2 Dividing something yields at least two parts. Same grammar is parallelism; full sentences are an outline format.

9. "I. Burnout is measurable. A. Turnover ran 22 percent. B. Our hospital opened in 1974." What is wrong?

A. Faulty count: there are too many subpoints
B. Faulty parallelism: the lines differ in form
C. Faulty division: there is a lone subpoint
D. Faulty subordination: B does not support I

D. Faulty subordination: B does not support I B is true but irrelevant to the claim above it. Replace it with evidence that measures burnout.

10. The night before, your speech times at eight minutes for a five-minute slot. What do you cut?

A. A whole main point, plus its transition and preview
B. Extra examples and statistics under each point
C. Nothing; just speak a little faster
D. The introduction and its preview

B. Extra examples and statistics under each point Cut leaves, not branches. Deleting a main point breaks the preview, a transition and the conclusion at once.

Cram sheet

Everything from chapters 7 and 8 in one place. Cover the right column and see if you can rebuild each row.

Research rules

Topic	The rule
Inventory	Know; assume; must prove. The third column is the search plan
Evidence budget	Free, cheap, expensive; six to nine pieces of support in five minutes
Research question	Population, comparison, outcome, period (PICO pattern)
Stopping rule	Three credible sources converge, or you can describe how they disagree
Source levels	Primary original; secondary analyzes; tertiary summarizes
Result count	About 4: widen. About 40,000: narrow. About 20 to 200: work it
Chaining	Backward through references; forward through "cited by"
Interview	Six to eight open questions; key one third; permission; read quotes back
SIFT (Caulfield)	Stop, Investigate, Find better coverage, Trace
CRAAP	Currency, relevance, authority, accuracy, purpose; answer from other tabs
Peer review	A floor, not a ceiling; predatory journals mimic real ones
Causation	"Was associated with" for observational designs
WHO checklist (2009)	Deaths 1.5% to 0.8% at eight hospitals, before and after: "fell by roughly half after"
Numbers aloud	Round; one per sentence; denominator; human scale; anchor; source first
Support sandwich	Claim, citation, evidence, translation, link
Oral citation	Source, authority, date, before the claim; never a URL or APA string
Notes	Q quotation, P paraphrase, M my idea; citation recorded at capture

Organizing rules

Topic	The rule
Main points	Two to four; usually three
Four tests	Weight, overlap, sufficiency, count
Time	Six minutes: about 285 s of body; 3 points about 95 s; 7 points about 40 s
Patterns	Chronological, spatial, topical, causal, comparison-contrast, problem-solution
Monroe	Attention, need, satisfaction, visualization, action
Connectives	Transitions, signposts, internal previews, internal summaries
Transitions	At every seam: four in a three-point speech, word for word
Symbols	I, II; A, B; 1, 2; a, b
Outline rules	Coordination, subordination, division, parallelism and singularity
Speaking outline	Keywords; quotations and first and last sentences in full; 18 to 24 point; numbered
Cutting	Leaves, not branches; about 10% margin

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