PREPARED PUBLIC SPEAKING

During the Prepared Public Speaking Leadership Development Event (LDE), students write and deliver a speech about a current agriculture-related topic.

Students research a topic of interest and then put together a creative, informative speech. The speech is then presented to a panel of judges, who score the student based on the speech's content, composition and delivery.

ALIGNMENT TO AFNR CONTENT STANDARDS & OREGON EMPLOYABILITY SKILLS

- Employability 01. Adhere to workplace practices
- Employability 02. Exhibit personal responsibility and accountability
- Employability 03. Practice cultural competence
- Employability 04. Demonstrate teamwork and conflict resolution
- Employability 05. Communicate clearly and effectively
- Employability 06. Employ critical thinking to solve problems
- Employability 07. Demonstrate creativity and innovative thinking
- Employability 08. Demonstrate fluency in workplace technologies
- Employability 09. Plan, organize, and manage work
- Employability 10. Make informed career decisions
- CS.01.01. Performance Indicator: Examine issues and trends that impact AFNR systems on local, state, national and global levels.
- CS.02.02. Performance Indicator: Examine the components of the AFNR systems and their impact on the local, state, national and global society and economy.
- CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.
- CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.
- CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.

RULES AND REGULATIONS

1. A contestant is eligible at the sectional and state level to enter the Extemporaneous Public Speaking, Creed Speaking, Beginning Public Speaking, Sophomore Public Speaking, or the Public Speaking events, **but only in one.** In the event that a contestant is first or second in more than one of the before events at the district level, the contestant must decide at the conclusion of the last event he/she competes in which area he/she wishes to advance in. The decision must be made the day of the last CDE, and the district advisor notified so that the third-place contestant may have the opportunity to advance.

2. All state level contestants will use a microphone with a mic check prior to event start time.

3. **EACH CONTESTANT'S SPEECH IS TO BE THE RESULT OF THEIR OWN RESEARCH AND COMPOSITION.**

4. Contestants who have won the right to compete in a sectional CDE must:
    a. Send their manuscript to the FFA State Office 10 business days prior to the sectional event by 5:00 pm for manuscript scoring and questions formulation.
    b. There will be a 50-point penalty for late or insufficient number of manuscripts. All paperwork received more than 1 hour late will receive a 0.
    c. Do not bring hard copies of manuscript to sectionals or state.

5. Contestants who have won the right to compete in a state CDE must:
    a. Send their manuscript to the FFA State Office two weeks prior to the Friday of State Convention by 5:00 pm for manuscript scoring and questions formulation. Manuscript must include A signed statement of originality of research and composition on form provided. (State CDE)

b. There will be a 50-point penalty for late or insufficient number of manuscripts. All paperwork received more than 1 hour late will receive a 0.
c. Do not bring hard copies of manuscript to sectionals or state.

6. A bibliography must be included as part of the public speaker's manuscript and direct quotes from any other source of information must be marked in quotes on the manuscript and be identified in the bibliography. This applies to all contests above the chapter level. Failure to comply will result in disqualification.

7. Once all public speaking awards have been presented, no changes in the placing or awards may occur. The only exception is if plagiarism has occurred.

8. Official judges shall disqualify a contestant if they speak on a non-agricultural subject. Contestants may choose any current subject for their speeches which is of an agricultural character (nature) which may include: Agriscience and technology, agribusiness, agrimarketing, international agricultural relations, and agricultural communications.

9. Each speech shall be a minimum of six (6) minutes in length and a maximum of eight (8) minutes. Each contestant will be allowed five (5) minutes additional time in which they will be asked questions relating to their speech. Deductions of 1 point per second over or under time will be made from the score of each judge for speeches under six minutes or over eight minutes in length. (To prevent being penalized, a contestant must speak over five minutes, 30 seconds, and under eight minutes, 30 seconds.) (Major fraction = 30 seconds or more.)

10. Contestants shall draw for places on the program. The program chairman shall then introduce each contestant by name only, in order of drawing, and announce the speech title if desired by contestant.

11. A timekeeper shall be designated who will record the time used by each contestant in delivering their speech, noting over or under time, if any, for which deductions will be made.

12. Speeches are to be presented without aid of audio or visual materials except podium and/or microphones.

STATE EVENT

1. Scoring judges for the state event shall consist of five qualified persons selected by the State CDE Coordinator or their designee.

2. Judges shall also serve as questioners who read the manuscripts, formulate questions, and question each participant. Questions shall pertain directly to the speaker's subject. Questions containing two or more parts should be avoided.

3. The official timer will stand, be noticed by speaker and then sit with one minute remaining in the speech length. The official timer will also call time at the end of the question period and the speaker will stop immediately.

4. Score cards should be used by all judges. They will be returned to the participants.

5. The full allotted questions period will be used.

6. A written critique by the judges will be prepared for each state contestant and made available to them following the CDE.

SCORING

Manuscript Scorecard (200 points)

Manuscript Content – 100 points

1. Topic is important and appropriate (50 points)
    a. Current topic of interest – 25 points
    b. Topic is relevant and within the scope of identified subjects – 25 points
2. Suitability of material used (50 points)
    a. Validity of resources – 25 points
    b. Accuracy of content – 25 points

Manuscript Composition – 100 points

1. Organization and development of content (40 points)
    a. Logical order and unity of thought – 20 points
    b. Accomplishment of purpose – 20 points
2. Grammatical accuracy (35 points)
    a. Spelling/grammar – 35 points
3. Manuscript written according to event format rule #1 (25 points)
    a. Double-spaced, 8"x11" white bond paper, 1" margins in body of paper – 5 points
    b. 12 point Arial or sans serif font; cover page with title, name, chapter & district and year – 5 points
    c. APA style for references and bibliography – 15 points

Presentation Scorecard (800 points)

Oral Communication – 300 points

1. Examples – 50 points
2. Speaking without hesitation – 50 points
3. Tone – 50 points
4. Being detailed-oriented – 50 points
5. Command of audience – 50 points
6. Connecting and articulating facts and issues – 50 points

Non-verbal Communication – 200 points

1. Attention (eye contact) – 50 points
2. Mannerisms – 50 points
3. Gestures – 50 points
4. Well poised – 50 points

Response to Questions – 300 points

1. Speaking unrehearsed – 50 points
2. Command of questions – 250 points

RESULTS TABULATION

1. Manuscripts will be judged (200 points) and averaged prior to the speaking event and scores will be recorded to the event coordinator.
2. During the speaking presentations, each judge will individually score students based on the presentation alone, up to 800 points.
3. Manuscript scores will be added to the presentation score, for a possible 1000 points.
4. Individual judges will develop their own ranking, based on the 1000 total points.
5. The coordinators will fill out the attached matrix for calculating final placing.

Contestant	Judge1	Judge2	Judge3	Judge4	Judge5	Total Ranking	Final Ranking

TIEBREAKERS

- Ties will be broken based on the greatest number of low ranks. The participants' low ranks will be counted, and the participant with the greatest number of low ranks will be declared the winner.
- If a tie still exists, then the event superintendent will rank the participants' responses to questions. The participant with the greatest number of low ranks from the response to questions will be declared the winner.
- If a tie still exists, then the participants' raw scores will be totaled. The participant with the greatest total of raw points will be declared the winner.

Name: _____Chapter:_____

Evaluation Criteria					200 possible points
	Very strong evidence skill is present	**Moderate evidence skill is present**	**Strong evidence skill is not present**	**Weigh t**	**Total Score**
	5-4	3-2	1-0		
Manuscript Content					100 possible points
Topic is important and appropriate			50 points		
Current topic of interest	Topic is current or a strong evidence of personal involvement in the topic is expressed	Topic is dated or some evidence of personal involvement has been expressed	Topic is irrelevant for the times or is unrelated to personal involvement	X5	
Topic is relevant and within the scope identified subjects in the CDE manual	Topic addresses an issue facing the industry of agriculture	Topic addressed an issue that may show some relationship to the industry of agriculture	Topic addresses an issue that is unrelated to the industry of agriculture	X5	
Suitability of materials used			50 points		
Validity of Resources	Resources are from a reputable source	Resources are from questionable sources	Resources are from unreliable sources	X5	
Accuracy of content	Manuscript reflects accurate statements from resources	Manuscript reflects some misinterpretation of resource materials	Manuscript does not reflect accurate statements based on the resources provided	X5	
				Total points for this section	
Manuscript Composition					100 possible points
Organization and development of content					40 points
Logical order and unity of thought	Clearly organized and concise by remaining on target; completely focused with obvious construction and strong introduction, body, and conclusion layout.	Good organization with few statements out of place or lacking in clear construction	Little to no organization is present; sometimes awkward and lacking construction	X4	
Accomplishment of purpose	The style chosen has obviously been well thought out based on the specific audience	Most language is appropriate for the intended audience	Some language used might be confusing for some audiences	X4	
Grammatical accuracy					35 points
Spelling/grammar (sentence structure, verb agreement, etc.)	Spelling and grammar are extremely high quality with 2 or less errors in document	Spelling and grammar are adequate with 3-5 errors in the document	Spelling and grammar are less than adequate with 6 or more errors in the document	X7	
Manuscript written according to event format rule #1	5 points		0 points		25 points
Double-spaces on 8 ½ x 11 white bond paper 12 point Arial or sans serif font		[redacted]		X1	
1” margins in the body of the paper Cover page with speech title, participants name, chapter & district, and year				X1	
APA style for references and bibliography				X3	

Total points for this section	
Grand total points	

Name: _____Chapter:_____

Indicators	Very strong evidence skill is present 5-4	Moderate evidence skill is present 3-2	Strong evidence skill is not present 1-0	Points Earned	Weight	Total Score
Oral Communication						
A. Example	*Examples are vivid, precise and clearly explained.* Examples are original, logical, and relevant	*Examples are usually concrete, sometimes needs clarification.* Examples are effective, but need more originality or thought.	*Examples are abstract or not clearly defined.* Examples are sometimes confusing, leaving the listeners with questions.		X10	
B. Speaking without hesitation	*Speaks very articulately without hesitation* Never has the need for unnecessary pauses or hesitation when speaking	*Speaks articulately, bus sometimes hesitates.* Occasionally has the need for a long pause or moderate hesitation when speaking.	*Speaks articulately, but with frequent hesitates.* Frequently hesitates or has long, awkward pauses while speaking.		X10	
C. Tone	*Appropriate tone is consistent.* Speaks at the right pace to be clear. Pronunciation of words is very clear and intent is apparent.	*Appropriate tone is usually consistent.* Speaks at the right pace most of the time, but shows some nervousness. Pronunciation of words is usually clear, sometimes vague.	*Has difficulty using an appropriate tone.* Pace is too fast, nervous. Pronunciation of words is difficult to understand, unclear.		X10	
D. Being detail oriented	*Is able to stay fully detail oriented.* Always provides details which support the issue, is well organized.	*Is mostly good at being detail oriented.* Usually provides details which are supportive of the issue, displays good organizational skills.	*Has difficulty being detail oriented.* Sometimes overloads details that could be very beneficial to the issue, lacks organization.		X10	
E. Command of Audience	Speaker uses power of presentation to engage and captivate the audience with the message of the speech.	Speaker presents speech as more repeating of facts and speech come across as a report	Speaker bores the audience with lack of enthusiasm and power to deliver speech.		X10	
F. Content and articulate facts and issues	*Examples in connecting facts and issues articulating how they impact the issue locally and globally.* Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues.	*Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally.* Possesses a good knowledge base and is able to, for the most part, articulate information regarding related facts and current issues.	*Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally.* Possesses some knowledge base, but is unable to articulate information regarding related facts and current issue.		X10	
Non-verbal Communication				200 possible points		
A. Attention	*Eye contact constantly used as an effective connection.* Constantly looks at the entire audience (90-100% of the time).	*Eye contact is mostly effective and consistent.* Mostly looks around the audience (60-80% of the time).	*Eye contact does not always allow connection with the speaker.* Occasionally looks at someone or groups (less than 50% of the time).		X10	
B. Mannerisms	*Does not have distracting mannerisms that affect effectiveness.* No nervous habits	*Sometimes has distracting mannerisms that pull from the presentation.* Sometimes exhibits nervous habits or ticks.	*Have mannerisms that pull from the effectiveness of the presentation.* Displays some nervous habits-fidgets or anxious ticks.		X10	
C. Gestures	*Gestures are purposeful and effective.* Hand motions are expressive and used to emphasize talking points. Great posture (confident) with positive body language.	*Usually uses purposeful gestures.* Hands are sometimes used to express or emphasize. Occasionally slumps; sometimes negative body language.	*Occasionally gestures are used effectively.* Hands are not used to emphasize talking points; hand motions are sometimes distracting. Lacks positive body language; slumps.		X10	

D. Well-poised	*Is extremely well-poised.* Poised and in control at all times.	*Usually is well-poised.* Poised and is in control most of the time; rarely loses composure.	*Isn't always well-poised.* Sometimes seems to lose composure.		X10	
			Total			

Name: _____Chapter:_____

Indicators	**Very strong evidence skill is present 5-4**	**Moderate evidence skill is present 3-2**	**Strong evidence skill is not present 1-0**	**Points Earned**	**Weight**	**Total Score**
Response to Questions						300 possible points
A. Speaking unrehearsed (questions and answers)	*Speaks unrehearsed with comfort and ease.* Is able to speak quickly with organized thoughts and concise answers.	*Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure.* Is able to speak effectively, has to stop and think, and sometimes gets off focus.	*Shows nervousness or some unprepared when speaking unrehearsed.* Seems to ramble or speaks before thinking.		X10	
B. Demonstrates knowledge of topic	*Answer shows thorough knowledge of the subject of the speech.* Supporters answer with strong evidence	*Answer shows some knowledge of the subject.* Some evidence, but lacking in strength.	*Answer shows little knowledge of the subject.* Evidence is lacking to support the answer.		X50	
			Total			

Instructions

1. Judges are requested to prepare three brief questions for each speech. Questions shall pertain directly to the speakers' subject. Questions with two or more parts should be avoided.
2. Questions should be prepared prior to the CDE, in the space provided below, and brought to the CDE in complete and legible form.
3. Please phrase opinion questions carefully (How do you feel about ---, what is your opinion of ---, etc.), as scoring judges must grade on the basis of logic, facts, and soundness of answers.
4. Each contestant is allowed five minutes for questions. The full five minutes should be used. The questioners (3) shall rotate in presenting their questions.

QUESTION I. _____

_____

JUDGE'S COMMENT: _____

_____

_____

QUESTION 2._____

_____

JUDGE'S COMMENT: _____

_____

_____

_____

QUESTION 3. _____

_____

JUDGE'S COMMENT: _____

_____

_____

_____

Name: _____Chapter:_____

Evaluation Criteria	Maximum Points	Participant 1	Participant 2	Participant3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8
A. Verbal Communication Skills (from Rubric)- 300 Possible Points									
Use of examples	50								
Speaking without hesitation	50								
Tone	50								
Being detail oriented	50								
Command of audience	50								
Connecting and articulating facts and issues	50								
B. Non-Verbal Communication Skills (from Rubric) -200 Possible Points									
Attention (eye contact)	50								
Mannerisms	50								
Gestures	50								
Well poised	50								
C. Responses to Questions (from Rubric)- 300 Possible Points									
Speaking unrehearsed	50								
Command of questions	250								
Subtotal Points	800								
Less time deductions	Provided by room coordinator								
Net communication skills score									
Manuscript score	200								
Net Total Points	1000								
Participant Ranking									

<u>This form to be used for winners that will be competing in the State Event</u>

CERTIFICATION FORM
FOR
FFA PREPARED PUBLIC SPEAKING CONTESTANTS

I hereby certify that my speech entitled "_____
_____"
is the result of my own effort and ability. It is understood that I am encouraged to utilize all available training facilities of my local school in developing my speaking abilities, and that I may obtain facts and working data from any source. However, in securing information as direct quotes or phrases, specific dates, figures or other materials, such must be marked in "quotes" in manuscript and are identified in the bibliography at the end of the manuscript. Failure to do so represents plagiarism and will automatically disqualify me as a contestant.

_____ _____
Signature of Contestant Date

APPROVED: _____ _____
Agricultural Science & Technology Instructor Date

Chapter _____

Citation Examples for Sources

Books:

- **Print books with one author:**
  - **APA citation format:**
    - Author Last name, First initial. Middle initial. (Year Published). *Title of work*. Location: Publisher.
  - **Example:**
    - Moriarty, L. (2014). *Big little lies*. New York, NY: G. P. Putnam's Sons.
- **Print books with two or more authors:**
  - **Structure:**
    - Last name, First initial. Middle initial., Last name, First initial. Middle initial., & Last name, First initial. Middle initial. (Date). *Title*. Location: Publisher.
  - **Examples:**
    - Goldin, C. D., & Katz, L. F. (2008). *The race between education and technology*. Cambridge, MA: Belknap Press of Harvard University Press.
    - Matthews, G., Smith, Y., & Knowles, G. (2009). *Disaster management in archives, libraries and museums*. Farnham, England: Ashgate.
- **Chapters in edited books:**
  - When citing a chapter in an edited book, use the following format:
  - **Structure for chapters in edited books in print:**
    - Last name of chapter author, First initial. Middle initial. (Year published). Chapter title. In First initial. Middle initial. Last name of Editor (Ed.), *Book title* (pp. xx-xx). Publishing City, State: Publisher.
  - **Example:**
    - De Abreu, B.S. (2001). The role of media literacy education within social networking and the library. In D. E. Agosto & J. Abbas (Eds.), *Teens, libraries, and social networking* (pp. 39-48). Santa Barbara, CA: ABC-CLIO.
- **Structure for chapters in edited books, found online:**
  - Last name of chapter author, First initial. Middle initial. (Year published). Chapter title. In First initial. Last name of Editor (Ed.), *Book title* E-reader version. Retrieved from http://xxxx
    - Include [Nook version], [Kindle version], or another type of e-reader or digital format version in brackets directly after the book's title. If you did not use a special type of medium, omit this piece from your reference.
  - **Example:**
    - Lobo, R. F. (2003). Introduction to the structural chemistry of zeolites. In S. Auerbach, K. Carrado, & P. Dutta (Eds.), *Handbook of zeolite science and technology* (pp. 65-89). Retrieved from https://books.google.com
- **Full versions of E-books:**
  - E-books are generally read either on a website, on an e-reader, or on a database.
  - **Structure:**
    - Author Last Name, First initial. Middle initial. (Year Published). *Title of work* [E-reader version]. http://dx.doi.org/xxxx or Retrieved from http://xxxx
  - **Example:**
    - Auster, P. (2007). *The Brooklyn follies* [Nook version]. Retrieved from http://www.barnesandnoble.com/
    - To cite your ebooks automatically, use the "Book" form at CitationMachine.com, click "Manual entry mode," and click the "E-book" tab. Everything will be properly formatted following APA bibliography guidelines.

Journal articles in print:

- **Structure:**
  - Author Last name, First initial. Middle initial. (Year Published). Title of article. *Title of Periodical, Volume*(Issue), page range.
- **Example:**
  - Gleditsch, N. P., Pinker, S., Thayer, B. A., Levy, J. S., & Thompson, W. R. (2013). The forum: The decline of war. *International Studies Review, 15*(3), 396-419.
- **Journal articles online:**
  - If your source is found online, but there is no DOI provided, you can include the URL instead.
  - A **DOI** (digital object identifier) is basically a number that links a source to its location on the Internet. This number isn't always provided, but if it is, you should include it in your citation rather than including a URL.

- Unlike previous editions, APA 6th edition does not require including a retrieval date or date accessed for online sources. A retrieval date is only necessary if the source is likely to change (ex. Wikipedia).
- **Structure:**
- Author Last name, First initial. Middle initial. (Year Published). Title of article. *Title of Periodical, Volume*(Issue), page range. http://dx.doi.org/xxxx or Retrieved from URL if no DOI
- **Example:**
  - Burnell, K. J., Coleman, P. G., & Hunt, N. (2010). Coping with traumatic memories: Second World War veterans' experiences of social support in relation to the narrative coherence of war memories. *Ageing and Society, 30*(1), 57-78. http://dx.doi.org.i.ezproxy.nypl.org/10.1017/S0144686X0999016X

Newspaper articles in print:

- **Structure:**
  - Author's Last name, First initial. Middle initial. (Year, Month Day Published). Title of article. *Title of Newspaper,* page range.
- **Example:**
  - Frost, L. (2006, September 14). First passengers ride monster jet. *The Salt Lake Tribune,* p. A2.
  - Page numbers: If the article is only one page long, use 'p.' For any articles longer than one page, use 'pp.'
  - If an article appears on non-sequential pages, separate each page number with a comma.
  - Example: pp. D4, D5, D7-D8
- **Newspaper articles found online:**
  - **Structure:**
    - Author Last name, First initial. Middle initial. (Year, Month Date Published). Title of article. *Title of Newspaper*. Retrieved from newspaper homepage URL
  - **Example:**
    - Whiteside, K. (2004, August 31). College athletes want cut of action. *USA Today*. Retrieved http://www.usatoday.com

Magazine articles in print:

- **Structure:**
  - Author Last Name, First initial. Middle initial. (Year, Month Published). Title of article. *Title of Magazine, Volume*(Issue), page range.
- **Example:**
  - Quammen, D. (2008, December). The man who wasn't Darwin. *National Geographic Magazine*, *214*(6), 106.
- **Magazine articles found online:**
  - Magazine references include the full date, rather than just the year.
  - If the issue begins on page 1, include the issue number in parentheses. If not, only include the volume number.
  - **Structure:**
    - Author Last Name, First initial. Middle initial. (Year, Month Published). Title of article. *Title of Magazine, Volume*(Issue). Retrieved from URL
  - **Example:**
    - Pelz, W. (2018, Winter). A basket of dreams for different times. *Fleurieu Living Magazine.* Retrieved from https://issuu.com/fleurieu-living/docs/flm*winter*2018/a/126958

Websites:

- If you're wondering how to cite a website in APA, use the structure below.
- **Structure:**
  - Author Last Name, First initial. (Year, Month Date Published). Title of webpage. Retrieved from URL
- **Example of an APA format website:**
  - Austerlitz, S. (2015, March 3). How long can a spinoff like 'Better Call Saul' last? Retrieved from http://fivethirtyeight.com/features/how-long-can-a-spinoff-like-better-call-saul-last/
- Keep in mind that not all information found on a website follows the structure above. If you're looking at a video on YouTube, refer to the 'YouTube Video' section. If you're citing a newspaper article found online, refer to 'Newspapers Found Online' section. An APA website citation is strictly for web pages that do not fit better with one of the other categories on this page.

Blogs:

- **APA format:**
  - Last name, First initial. Middle initial. (Year, Month, Date of blog post). Title of blog post [Blog post]. Retrieved from URL

- **Example:**
    - McClintock Miller, S. (2014, January 28). EasyBib joins the Rainbow Loom project as we dive into research with the third graders [Blog post]. Retrieved from http://vanmeterlibraryvoice.blogspot.com

Images found online:

- **APA citation format:**
    - Creator's Last name. F. M. (Year published). *Title of image* [Format]. Retrieved from URL
    - In the brackets, describe the type of image to help the reader better understand the source. Was it a [Painting], [Photograph], [Sculpture], or [Drawing]? Believe it or not, even a [Meme] can be used in research projects!
- **Example:**
    - Chang, H. (2019). *Young dancers perform the Blossoming Flowers Chinese Folk Dance during the 2019 Colorado Chinese New Year celebration at Citypoint Church in Denver* [Photograph]. Retrieved from https://www.denverpost.com/2019/02/05/chinese-new-year-celebration-photos/

TV and radio broadcasts:

- **Structure:**
    - Writer Last Name, First initial. Middle initial. (Writer), & Director Last Name, First initial. (Director). (Year aired). Title of episode [Television or Radio series episode]. In First initial. Producer's Last name (Executive producer), *TV or Radio series name*. City, State of original channel: Channel.
- **Example:**
    - Lin, K. (Writer), & Coles, J. D. (Director). (2014). Chapter 18 [Television series episode]. In Bays, C. (Executive producer), *House of cards*. Washington, D.C.: Netflix.

Films:

- **Structure:**
    - Producer Last Name, First initial. Middle initial. (Producer), & Director Last Name, First initial. Middle initial. (Director). (Year Released). *Title of film* [Motion picture]. Country of origin: Studio.
- **Example:**
    - Kurtz, G. (Producer), & Kershner, I. (Director). (1980). *The emperor strikes back* [Motion picture]. United States: 20th Century Fox.

Interviews

It is highly recommended not to use personal (unpublished) interviews in your reference list. Instead, this type of source should be formatted as an in-text citation.

In-text citation APA example:

- **Structure:** (Interviewee First initial., Last Name, personal communication, Date Interviewed)
- **Example:** (D. Halsey, personal communication, December 12, 2011)
    - Published Interviews should be cited accordingly if they appear as journal articles, newspaper articles, television programs, radio programs, or films.
    - If your instructor requires an APA style citation in the reference list, use the following structure:
        - **Structure:**
            - Last Name, First initial. Middle initial. of Individual being interviewed (Year, Month Day Interviewed). Interview by F. I. Last name [Format of interview].
        - **Example:**
            - Halsey, D. (2011, December 12). Interview by S. L. Ferguson [In-person].
    - If, however, you're using a published interview, rather than a personal interview, follow the structure for the specific source type. For example, if you read the interview in a magazine, use the magazine structure. If you read it on a website, use the website structure. .

Songs & musical recordings found online

**Note: If the name of the songwriter is the same as the name of the recording artist, leave out the bracketed information located after the name of the song.*

- **Structure:**
    - Last name, First initial. Middle initial. of Songwriter. (Year created). Song title [Recorded by First initial. Middle initial. Last name of the performer's name or the name of the band]. On *Album title* [Medium]. Retrieved from URL
- **Example:**
    - Hedfors, A., Ingrosso, S., & Angello, S. (2012). Greyhound [Recorded by Swedish House Mafia]. On *Until now* [Audio file]. Retrieved from https://open.spotify.com/track/0VffaI2jwQknRrxpECYHsF

Doctoral dissertations & Master's theses found on a database:

- **APA format:**
  - Last name, First initial. Middle initial. (Year published). *Title of dissertation or thesis* (Doctoral dissertation or Master's thesis). Retrieved from Name of database. (Accession or Order No. xxxxxxx).
- **Example:**
  - English, L. S. (2014). *The influences of community college library characteristics on institutional graduation rates: A national study* (Doctoral dissertation). Retrieved from American Doctoral Dissertations. (37CDD15DF659E63F).
  - If you found the dissertation or thesis on a website, instead of a database, include the URL at the end of the reference. Do not include the name of the website and the accession or order number.
- **Example:**
  - Oba, M. (2015). *Adsorption selectivity of cations in constrained environments* (Master's thesis). Retrieved from https://opencommons.uconn.edu/gs_theses/781/
  - The Citation Machine form for dissertations and theses that will automatically cite this source type for you.
- **Research Reports:**
  - You'll generally come across two types of research reports: those that are found in peer-reviewed journals and those that aren't. If you're attempting to create a reference for a research article or case study found in a peer-reviewed journal, follow the directions in the "Journal articles" section above.
  - Research reports that aren't peer-reviewed and are not formally published in a journal fall under the *gray literature* umbrella. *Gray literature* is information that is published by an organization that doesn't mainly publish information. It's not their primary objective. In addition, these groups often do not seek to gain profit from administering and dispersing their research.
  - A non-profit group sharing a research study into the habits of their donors, a government agency posting an environmental study, or a teacher's union sharing an end of year research report are a few examples of research reports that fall under this category.
- **Structure:**
  - Author Last Name, First initial. Middle initial. (Year published). *Title of research report* (Report no.) [Format, if an explanation is necessary]. Retrieved from Company or Organization name website: URL
  - Notes: * If the publisher and author are the same, use Retrieved from URL
- **Examples:**
  - Boussios, E. & O'Donoghue E. J. (2019). *Potential variability in commodity support: Agriculture risk coverage and price loss coverage programs* (Report no. 267). Retrieved from U.S. Department of Agriculture website: https://www.ers.usda.gov/webdocs/publications/93604/err-267.pdf?v=2784.6
  - Government Finance Officers Association (2019). *Infrastructure funding in the new budget environment*. Retrieved from https://www.gfoa.org/sites/default/files/InfraFunding012019_0.PDF

Audio podcasts:

- **Structure:**
  - Last name, First initial. Middle initial. (Producer). (Year, Month Day). *Title of podcast* [Audio podcast]. Retrieved from URL
- **Example:**
  - Goodwin, G. (Producer). (2016, February 11). *History extra* [Audio podcast]. Retrieved from http://www.historyextra.com/podcasts

YouTube videos:

- **Structure:**
  - Last name, First initial. Middle initial. [YouTube username]. (Year, Month Day of posting). *Title of YouTube video* [Video file]. Retrieved from URL
- **APA format example:**
  - Damien, M. [Marcelo Damien]. (2014, April 10). *Tiesto @ Ultra Buenos Aires 2014 (full set)* [Video file]. Retrieved from https://youtu.be/mr4TDnR0ScM

Social media:

- **Facebook posts:**
  - **Structure:**
    - Facebook user's Last name, F. M. (Year, Monday Day of Post). Full text of Facebook post [Facebook status update]. Retrieved from URL
  - **Example:**
    - Gomez, S. (2018, May 18). I am at a complete loss for words watching yet another school shooting. This time in my home state of Texas. Congress continues to do absolutely nothing and it's infuriating. My

thoughts are with the families of Santa Fe who were supposed to be looking forward to summer break with their loved ones. Please reach out to Everytown for Gun Safety to see what you can do to help be a part of this movement that needs to get even louder [Facebook status update]. Retrieved from https://www.facebook.com/Selena/

- **Twitter posts:**
  - **Structure:**
    - Account holder's Last name, F. M. [Twitter Handle]. (Year, Month Day of Post). Full text of tweet [Tweet]. Retrieved from URL
    - If the account holder's real name is unknown, only include the Twitter handle at the beginning of the reference, without any brackets.
  - **Example:**
    - Edelman, J. [Edelman11]. (2018, April 26). Nine years ago today my life changed forever. New England took a chance on a long shot and I've worked relentlessly ever since to prove that it was the right decision. Good luck to all the 2018 prospects. #Tbt #NFLDraft [Tweet]. Retrieved from https://twitter.com/Edelman11/status/989652345922473985
- **Instagram posts:**
  - **APA citation format:**
    - Account holder's Last name, F. M. [@Instagram handle]. (Year, Month Day). Caption [Instagram photo]. Retrieved from URL
  - **Example:**
    - Portman, N. [@natalieportman]. (2019, January 5). Many of my best experiences last year were getting to listen to and learn from so many incredible people through Time's Up. But we've only just begun. Here's to continued meaningful change in 2019. @timesupnow #timesup [Instagram photo]. Retrieved from https://www.instagram.com/p/BsRD-FBB8HI/?utm*source=ig*web*copy*link